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ABSTRACT

The resource guide is intended to help practitioners develop curricula in human growth and development for developmentally disabled students. A matrix guide is presented for evaluating clients in three domains (social identity, health and hygiene, and physiological identity). Behavioral indicators are then noted which relate to adaptive behaviors associated with psychosexual development. The next three sections list available information for training in the areas of social identity (such as relationships, decisionmaking, legal rights), physiological identity (including physical maturation, aging, pregnancy), and health and hygiene (nutrition, exercises, disease). Additional resources are provided along with a bibliography and publishers' list. (CL)

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# BEING HUMAN: A RESOURCE GUIDE IN HUMAN GROWTH AND DEVELOPMENT

Peggy Ogle, M.S.
Program Design, Ltd.

January, 1983

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BEING HUMAN: A RESOURCE GUIDE IN

HUMAN GROWTH AND DEVELOPMENT

Editing and Production . . . . . Bill Sagona

Graphics Design . . . . . Fernando del Rio

Clerical Support . . . . . Susan Harper

# TABLE OF CONTENTS


Acknowledgements . . . . . 1
Introduction . . . . . 2
Why a Resource Guide in Human Growth and Development . . . . . 4
How to Use this Resource Guide . . . . . 8
Human Growth and Development Matrix . . . . . 11
Behavioral Indicators . . . . . 12
Behavioral Indicators Matrix . . . . . 13
Social Identity . . . . . 14
Physiological Identity . . . . . 16
Health and Hygiene . . . . . 18
Social Identity . . . . . 20
Level I . . . . . 23
Level II . . . . . 30
Level III . . . . . 36
Level IV . . . . . 48
Level V . . . . . 60
Level VI . . . . . 71
Physiological Identity . . . . . 74
Level I . . . . . 76
Level II . . . . . 82
Level III . . . . . 86
Level IV . . . . . 95
Level V . . . . . 102
Level VI . . . . . 113
Health and Hygiene . . . . . 116
Level I . . . . . 118
Level II . . . . . 124
Level III . . . . . 126
Level IV . . . . . 134
Level V . . . . . 142
Level VI . . . . . 147
Special Information . . . . . 149
Bibliography . . . . . 158
Publishers . . . . . 174

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# INTRODUCTION

# BEING HUMAN

One of the most essential qualities of being human is the ability to get along with other people. The ability to interact appropriately with others is held in high esteem in society. Training developmentally disabled clients to interact with other people is a component of the skill area generally known as Human Growth and Development. Human Growth and Development is a lifelong process which begins, develops and alters with biological maturation and environmental influences. Human Growth and Development is expressed through various individual attitudes, values and behaviors. In essence, Human Growth and Development is the adjustment of humans to life, to living life -- to BEING HUMAN.

Sex education is an important component of any Human Growth and Development program because all people are identified as sexual beings. Sex education provides the learner with the biological facts of life including anatomical, genital and reproductive information. Sex education focuses on the fact that people are sexual, which includes the concept of maleness-femaleness. But sex education is but one component of a full Human Growth and Development program. Other components should center around the individual's ability to care for himself (e.g., health and hygiene) and the individual's ability to relate to and identify with other humans (e.g., social identity).

Sexual feelings and interactions are powerful motivators and reinforcers for all of us. When we consider why people seek fulfillment of their sexual feelings through dating and other activities, we find that they want and need the warmth and affection usually associated with such interactions. Developmentally disabled clients experience the same feelings for the same reasons. However, unlike most other people, developmentally disabled clients have not been trained to exercise good judgement when presented with various real-life situations. Attempts at seeking affection are often labeled as "sexual acting out behaviors" and are dealt with on a behavioral intervention level.

In the early sixties, a movement to teach sex education to the developmentally disabled focused on cleanliness, morality and good health habits and avoided the more controversial biological facts. In other words, these training curriculums talked around sex rather than about it. In the seventies, previously avoided biological facts began to appear in curriculum content and materials. Sex education began stressing the prevention of pregnancy, venereal disease and sexual exploitation. This preventative philosophy stressing the facts of biological maturation caused sex education programming to be set apart from regular training programs provided to clients, thus artificially separating sexuality from the rest of life.

Being Human: A Resource Guide in Human Growth and Development provides a mechanism for professionals to determine the resources necessary to develop programming which emphasizes life adjustment. In addition, its companion, Being Human: A Handbook in Human Growth and Development provides the reader information on establishing and organizing a Human Growth and Development program geared toward the individual needs of the developmentally disabled. Both the Resource Guide and the Handbook build upon extensive information and research in the skill areas of Human Growth and Development and sex education. The problem in the past has not been a lack of information in these areas, but rather the lack of a unified approach to training. The trainer or teacher is often presented with a bewildering array of suggestions and techniques that may or may not take into account the individual needs of clients.

It is hoped that by providing professionals with tools which stimulate the development of curriculum in Human Growth and Development, professionals will embrace a new philosophy in the delivery of human services...that the most essential quality of life is being human. This quality of humanness is the nucleus of one's identity. The development of skills, acquisition of knowledge and responses to the environment complement and enhance one's own identity. By this same measure of quality, programming must accommodate and emphasize the humanness of developmentally disabled citizens.

## WHY A RESOURCE GUIDE IN HUMAN GROWTH AND DEVELOPMENT?

In 1975, the Florida Legislature passed the Bill of Rights of Retarded Persons (Chapter 393, F.S.) which guarantees developmentally disabled persons the right to education, including sex education where a need has been identified. In addition, the Department of Health and Rehabilitative Services' Client Services Manual (HRSM 160-2) includes Human Growth and Development as one of the nine skill areas identified in "Section C" of each client's Habilitation Planning document. The inclusion of Human Growth and Development into the habilitation plan assures that all clients of the Department are assessed to determine individual needs in this area.

Early in 1981, the Developmental Services Program Office's Human Growth and Development Guidelines and Policy Statement was signed into effect, providing districts, institutions and service providers the support necessary to develop agency policy statements and to establish programs.

Although the documents listed above are important in terms of support, they do not provide professionals information on how to implement a good Human Growth and Development program, nor where to go to obtain that information.

The intent of this Resource Guide is to fill that void. It is not intended to be a curriculum in Human Growth and Development. Its purpose is to provide the reader with enough information to serve as an impetus for the development of a complete curriculum and assessment tool.

## THE HUMAN GROWTH AND DEVELOPMENT MATRIX[1]

The Human Growth and Development Matrix is the foundation of this guide and its companion, Being Human: A Handbook in Human Growth and Development. The Matrix contains three domains which integrate the basic foundations of a balanced Human Growth and Development program:

DOMAINS

SOCIAL PHYSIOLOGICAL HEALTH AND HYGIENE

These domains emphasize one's identity as a human being: 1) You and others ("Social Identity"), 2) Your body ("Physiological Identity"), and 3) Taking care of your body ("Health and Hygiene").

Each of the domains are broken into six levels (I-VI) which provide a logical sequence of the content areas for a good Human Growth and Development program. These skills and/or behaviors are identified as "steps" within each of the six levels of the Matrix. In addition to the six levels of development across the Social, Physiological and Health and Hygiene domains, basic behavioral indicators or pre-requisite behaviors in each of the three domains are included, as follows:

Human Growth and Development Matrix

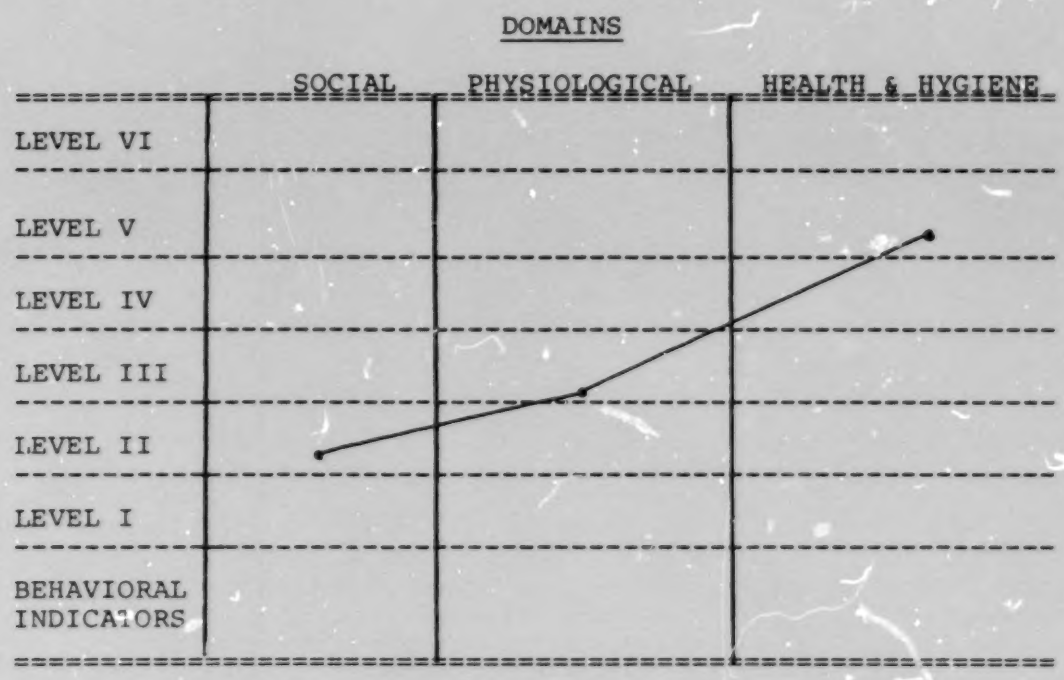
DOMAINS

| | SOCIAL | PHYSIOLOGICAL | HEALTH & HYGIENE |
|---|---|---|---|
| LEVEL VI | | | |
| LEVEL V | | | |
| LEVEL IV | | | |
| LEVEL III | | | |
| LEVEL II | | | |
| LEVEL I | | | |
| BEHAVIORAL INDICATORS | | | |

The purpose of labeling domains and identifying levels is to provide the reader with a point of reference. Chronological and mental ages are purposefully omitted from the Matrix because developmentally disabled persons enter the sequence at whatever level they are currently functioning, regardless of age, mental age or I.Q.

The design of the Matrix is such that an assessment tool could be developed from it. By beginning with the simplest steps (behavioral indicators) and moving upward toward the most difficult (Level VI), the trainer could then graph where each client is functioning within the three domains.

Example:




By graphing the above, the trainer would be able to determine that:

a) the client is functioning at a higher level (step 3, level V) in caring for his/her body (Health and Hygiene) as compared to the other areas.
b) depending upon the client's age , maintenance of good health and hygiene may be all the programming necessary in this area. [NOTE: The next level (VI) primarily addresses the aging process and may not be appropriate for a young adult.]
c) social identity (how the client deals with him/herself and others) is where the client received his/her lowest score (step 3, level II); therefore, the trainer will begin training in various forms of social and personal interactions to accommodate this need.

d) under physiological identity, the client is functioning at step 1, level III, which emphasizes the stages of human development. The trainer may then choose to assist the client in determining where he/she is in relation to a particular stage (e.g., young adult). This information may assist in complementing those needs identified under Social Identity.

COMPONENTS TO THE RESOURCE GUIDE

Being Human: A Resource Guide in Human Growth and Development is divided into the following sections:

- The Human Growth and Development Matrix
- Behavioral Indicators
- Social Identity
- Physiological Identity
- Health and Hygiene
- Special Information
- Bibliography
- Publishers List

Human Growth and Development Matrix is the foundation for the development of this Resource Guide. The Matrix offers logically sequenced steps which progress from simple to difficult across seven levels. The levels begin with behavioral indicators and move upward to Level VI. Each of these levels is included in three domains (Social Identity, Physiological Identity and Health and Hygiene). The three domains comprise the content areas for Human Growth and Development.

Behavioral Indicators. This section provides the reader with information and resources relating to adaptive behaviors associated with psycho-sexual development. The Behavioral Indicators section is the beginning level of the Human Growth and Development Matrix. This section makes a differentiation between skills (as in Levels I through VI in the Matrix) and behaviors. A section is included within each of the domains (Social, Health and Hygiene, and Physiological). Behavioral Indicators stress the importance of the sequence of each behavior, not the performance of each one. This area is especially helpful to trainers who work with the profoundly retarded multi-handicapped person. It provides an easy transition into Level I of the Matrix.

Social Identity. This domain provides a listing of available information for training in the areas of interacting and establishing relationships, lifestyles, responsibilities, decision-making, appropriate behavior, family roles and legal rights. This domain encompasses six levels and includes a listing of resources for each step within each level. The first level of the Matrix, "Behavioral Indicators", has its own section and is not included as a level within this domain. It is important to note that this section constitutes the majority of the steps in the Matrix.

Physiological Identity. This domain includes the bodily aspects of Human Growth and Development such as body parts and functions, stages of development, pregnancy, physical maturation, aspects of aging, and death. As the Behavioral Indicators comprise a separate section within the guide, this domain includes only Levels I through VI. It is important to note that although this domain has the fewest number of steps within the Matrix, the resources available for each of the steps greatly outnumber those for the other two domains. This substantiates the trend in sex education toward packaging materials for emphasis on the biological aspects of Human Growth and Development without preparation for training in health care, decision making and responsibilities.

Health and Hygiene. This domain places emphasis on caring for one's body and includes nutritional aspects, medical concerns, exercise, diseases (including venereal disease), care during pregnancy, and self-help skills. This domain also includes the resources available within each of the steps for six levels, as the Behavioral Indicators level has its own section within this Guide.

Special Information. This section provides the reader a listing of resources of special interest such as dealing with parents, training methods and techniques, religious aspects of sex education, visually impaired/blind persons, hard of hearing/deaf persons, pornography, spinal cord injured and chronically ill persons.

Bibliography. This is an alphabetized list of all referenced material by title, identified in the above sections of this Guide. The list includes the title, author, copyright date and publisher's name.

Publishers List. This is an alphabetized guide to the name, address and location of each publisher identified in the bibliography. It is recommended that when purchasing a book or guide, the reader check on availability with a local bookstore before writing the publisher.

## HOW TO USE THIS RESOURCE GUIDE

Let's suppose that a 42-year old client named John enters your facility. As with all new clients, you must first assess John to determine his level of functioning and areas of need. To determine this information you open your Resource Guide in Human Growth and Development to the section entitled the Human Growth and Development Matrix. The table of contents in the front of the Guide will assist you in locating the correct page.

You scan the Matrix beginning at the Behavioral Indicators level and move upward toward Level VI, reviewing the steps within the three domains (Social Identity, Health and Hygiene, and Physiological Identity). Using an informant and John, you determine

approximately where John is functioning within each of the three domains. Once you become familiar with the Matrix, you will be able to develop a simple checklist geared toward each step. This checklist will eliminate the need to continue referencing the Guide at this initial stage. At this point, you may find it beneficial to graph John's functioning level within the Matrix to provide a pictoral view.

Now that you have identified where John is currently functioning, it will be important to plan where you expect him to be functioning within the Matrix over the next year (development of annual goals). Important considerations for projecting these annual goals will include John's age, behavior pattern, family status, living and working environment, interests, leisure skills, physical condition and peer status. For example, you will not spend much time on "puberty" with John because he is forty-two years old, although your Matrix may have indicated that he has a deficit in that area. Given the above information, John's assessment results from the Matrix, plus your best professional judgement, you will select the content area by steps within a particular level for each domain which best ties into his annual goals.

To determine which resources will assist you in working toward each goal, it will be necessary to identify short term objectives. The best method for doing that will be to review the steps between where John's deficits are in each domain and where his annual goals are in that same domain. Again, using your best professional judgement, identify the first small step toward your annual goal. For example, if John's deficit under Social Identity is at Level III, Step 5, and his annual goal is Level III, Step 11, his first short term objective may be Level III, Step 7.

To find Level III, Step 7 in the Guide, turn to the table of contents under Social Identity, Level III and to the correct page within that section. The title of the domain is at the top of each page within each section and Level III, Step 7 is also found at the top of the page in the left-hand corner.

The resources are listed by title, page, and type of material. Given the information you have regarding John's abilities, select those titles which appeal to you. Once those resources have been identified, turn to the "Bibliography" section of the Guide. The "Bibliography" is alphabetized by title and will provide you information on who distributes or publishes the resource.

If you require further information for ordering, turn to the section entitled "Publishers" and locate the publisher whose name you found in the "Bibliography". The "Publishers List" is also in alphabetical order and will provide you with an address where you can write.

If you or John have a particular resource in mind that may not be associated with the Guide, there may be a possibility that

it is listed. There are over two hundred resources included in the "Bibliography". Turn to the "Bibliography" and determine if the resource is listed by title. If it is, turn to the "Publishers List" for a location.

Many of the resources in the Guide have been purchased and are available through the:

Developmental Services Program Office
Training and Research Unit
Building 5
1311 Winewood Boulevard
Tallahassee, Florida 32301
(904) 488-4257
Contact: Bob Roberts, PhD, Training Director

The resources will provide you with specific content information for training each step. The companion book to this Guide (Being Human: A Handbook in Human Growth and Development) gives specific examples on how to prepare a curriculum program by using this Guide.

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[1]Some of the content from The Human Growth and Development Matrix was originally published in: Fletcher, D. and Ogle, P., A realistic approach to sex education for the developmentally disabled: The human growth and development curriculum. The Journal for Special Educators, 1981, 18, p. 316-325.

# HUMAN GROWTH AND DEVELOPMENT MATRIX

# HUMAN GROWTH & DEVELOPMENT MATRIX

| LEVEL | SOCIAL IDENTITY | PHYSIOLOGICAL IDENTITY | HEALTH & HYGIENE |
|---|---|---|---|
| VI | 3. Recognizes possible changes in lifestyle (e.g. retirement, unemployment, use of leisure time).<br>2. Identifies emotional changes which might occur with age.<br>1. Identifies changes in family patterns (e.g. loss of parents, loss of spouse or children) and the need for adjustment to changes in family patterns. | 3. Identifies possible deterioration of bodily systems due to aging process and possible need to adapt lifestyle.<br>2. Identifies changes which occur with menopause.<br>1. Identifies physiological changes which occur with age. | 2. Recognizes the increased need for regular medical attention with aging.<br>1. Recognizes the increased need to maintain proper nutrition and adequate exercise during later years. |
| V | 7. Identifies responsibilities associated with child bearing and child rearing (e.g. social, financial, legal, educational) and understands the benefits and disadvantages of having children.<br>6. Recognizes the social costs of illigitimacy.<br>5. Recognizes the existence of prostitution and identifies the social and legal restraints and consequences that accompany it.<br>4. Recognizes the existence of bisexuality and identifies the social and legal restraints and consequences that accompany it.<br>3. Recognizes the existence of male and female homosexual relationships and identifies the social and legal restraints that accompany such relationships.<br>2. Recognizes the many possible relationships between men and women (e.g. casual relationships, working relationships, love relationships).<br>1. Identifies own legal rights and responsibilities (e.g. the right to vote, age of majority, right not to be involuntarily sterilized). | 7. Identifies the stages of child development.<br>6. Recognizes possible need for genetic counseling.<br>5. Identifies procedures for obtaining and utilizing various birth control methods.<br>4. Identifies the reliability and possible side effects of various birth control methods (e.g. abstinence, the pill, IUD, diaphragm, rhythm method, condoms, sterilization, abortion).<br>3. Understands the birth process (e.g. stages of labor and delivery).<br>2. Identifies the stages of embryonic maturation.<br>1. Identifies symptoms of pregnancy. | 4. Recognizes the need for regular medical care during pregnancy.<br>3. Recognizes the importance of good nutrition during pregnancy.<br>2. Identifies and performs proper procedures involved in basic first aid (e.g. pressure to stop bleeding).<br>1. Identifies and performs the proper procedures involved in child care. |
| IV | 11. Understands the termination of relationships (e.g. friendships, engagements, marriages).<br>10. Recognizes the financial, emotional, and social and legal responsibilities of marriage and cohabitation.<br>9. Recognizes and understands the responsibilities, advantages and disadvantages of living with someone when not married and when married.<br>8. Recognizes and understands the responsibilities, advantages and disadvantages of being single.<br>7. Recognizes and understands the concept of love relationships.<br>6. Recognizes the concepts of going steady and being engaged.<br>5. Recognizes and understands the social and legal consequences of alcohol and illegal drug usage.<br>4. Recognizes and understands the social and legal consequences of sexual misconduct.<br>3. Recognizes appropriate and inappropriate sexual advances and knows how to respond appropriately to such advances.<br>2. Identifies interactions which might occur between couples (e.g. touching, holding hands, kissing, petting and sexual relations).<br>1. Identifies acceptable and unacceptable dating behavior (e.g. curfews, manners). | 4. Understands that every instance of intercourse can possibly result in pregnancy.<br>3. Identifies and understands the process of conception as the union of egg and sperm during intercourse resulting in the development of a baby.<br>2. Understands the mechanics of sexual intercourse (e.g. foreplay, erection, lubrication, entry, orgasm, ejaculation, fertilization).<br>1. Identifies the onset of sexual drive during puberty (e.g. curiosity about one's body, sexual urges, masturbation, emotional changes, curiosity about others' bodies). | 7. Recognizes the need for good nutrition, adequate exercise and adequate sleep.<br>6. Recognizes the need for annual dental examination.<br>5. Recognizes the need for annual breast and gynecological examination.<br>4. Identifies and understands the harmful effects of alcohol, illegal drugs and tobacco on the body.<br>3. Identifies the causes, symptoms and methods of prevention of venereal disease and recognizes the need for immediate medical attention by a physician.<br>2. Recognizes the need for immediate medical attention by a physician (e.g. temperature, infections, toothaches, serious injury).<br>1. Identifies appropriate treatment for minor symptoms which do not need medical attention (e.g. menstrual cramps, headache, colds, nosebleeds, skinned knee) and can treat according to proper method. |

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# HUMAN GROWTH & DEVELOPMENT MATRIX (continued)

| LEVEL | SOCIAL IDENTIFY | PHYSIOLOGICAL IDENTITY | HEALTH & HYGIENE |
|---|---|---|---|
| III | 11. Recognizes that peer pressure and curiosity can make one want to use alcohol, illegal drugs, or engage in inappropriate behavior, and knows how to respond to such situations appropriately.<br>10. Identifies socially dangerous situations and identifies appropriate responses to such situations (e.g. call police, find an adult in authority, call unit director).<br>9. Identifies socially appropriate sitting and posturing.<br>8. Identifies socially appropriate clothing for specific social situations.<br>7. Recognizes appropriate and inappropriate hugging, kissing, touching, as it relates to family members, friends, teachers and members in family unit or ward.<br>6. Identifies appropriate social interaction during various social activities (e.g. conversation, participation at parties, visiting church, funerals, shopping).<br>5. Identifies appropriate social activities with peers.<br>4. Recognizes roles in relation to one another (e.g. husband/wife, boyfriend/girlfriend, unit director/registered nurse).<br>3. Identifies traits which make people attractive (e.g. personality, appearance, sincerity, honesty, dependability, common interests).<br>2. Identifies existing traditional and contemporary masculine and feminine roles according to social treatment, etiquette, public restrooms, and clothing.<br>1. Recognizes that people can be divided into groups according to sex. | 7. Identifies and understands the function of the digestive system (e.g. appetite, production of saliva, digestion, function of esophagus, stomach, small intestine, indigestion and gas, elimination--urination, defecation, perspiration, regurgitation--not necessarily in those terms).<br>6. Identifies and understands the functions of the male and female reproductive systems.<br>5. Recognizes and understands the occurance of nocturnal emissions, ejaculations, and erections.<br>4. Recognizes and identifies gradual changes which occur in puberty (e.g. girls: menstruation, changing body shape, larger breasts; boys: change in voice, growth in penis, ejaculation, beard development; in both sexes: acne, underarm and pubic hair, body odor, capacity to reproduce).<br>3. Recognizes that some people grow faster than others and that some people reach puberty faster than others.<br>2. Recognizes that death occurs when the body ceases to function.<br>1. Identifies and understands stages of human development (e.g. infancy, childhood, adolescence, adulthood, old age). | 8. Identifies alcohol and all other drugs as being potentially dangerous substances.<br>7. Recognizes need to shave facial or other body hair and performs such procedures.<br>6. Recognizes possible need for use of cosmetics and uses cosmetics appropriately.<br>5. Recognizes possible need for acne medication and uses such medication properly if appropriate.<br>4. Recognizes the aspects of menstruation (e.g. possible cramps, procedures for changing napkins/tampons).<br>3. Recognizes the onset of body odor and applies deodorant regularly.<br>3. Recognizes the importance of daily underarm, facial and genital cleanliness and properly performs procedures.<br>1. Recognizes the importance of regular hair care and properly performs procedures to maintain hair cleanliness. |
| II | 6. Recognizes the need for social self-protection (e.g. not talking to strangers, not opening doors to strangers, not taking candy from or riding with strangers.<br>5. Recognizes possible changes in or termination of relationships (e.g. through temporary anger, changes in occupation, moving away, death).<br>4. Recognizes and understands relationship of self to peers and friends (classmates, acquaintances, boyfriends, girlfriends).<br>3. Recognizes and understands relationship of self to authority figures (e.g. parents, teachers, unit directors).<br>2. Identifies situations which bring about these various emotions (from #1).<br>.1. Identifies different human emotions (e.g. happy, angry, sad). | 4. Recognizes the functions of the male genitalia.<br>3. Recognizes the functions of the female genitalia (e.g., reproduction, menstruation).<br>2. Recognizes the functions of body sensory system (e.g., smell, touch, sight, hearing, taste).<br>1. Recognizes the functions of the digestive system (e.g., ingestion, digestion, elimination). | 2. Recognizes the importance of daily bathing and performs proper procedures to maintain personal cleanliness.<br>1. Recognizes the possible need for medical attention with the onset of injury or physical discomfort. |
| I | 7. Identifies contemporary family roles and clothing, or roles of members of family unit in institution and/or community residential center (e.g. unit director, registered nurse, behavioral specialist, foster grandparent).<br>6. Identifies traditional male family roles and clothing.<br>5. Identifies traditional female family roles and clothing.<br>4. Identifies other persons by sex (boy/girl; man/woman).<br>3. Recognizes other relatives or persons outside immediate family or family unit (e.g. grandparents, aunts, uncles, unit director, teacher, foster grandparent, registered nurse).<br>2. Recognizes immediate family or family unit members (e.g. mother, father, siblings, foster parents, cottage parents).<br>1. Identifies/recognizes self--mirror image (e.g. name, sex). | 4. Identifies differences in own body from that of average person (e.g., spasticity, paralysis).<br>3. Identifies female body parts (e.g. breasts, vagina).<br>2. Identifies male body parts (e.g. penis, testes).<br>1. Identifies parts of body. | 6. Recognizes the need to change dirty clothing.<br>5. Recognizes the need to maintain bodily cleanliness.<br>4. Identifies and performs simple care of the hair.<br>3. Identifies and performs proper procedures following elimination of bodily wastes.<br>2. Identifies and performs proper procedures for oral hygiene (e.g. toothbrushing, flossing).<br>1. Identifies/performs proper procedures for care of one's skin (e.g. bathes, washes face and hands). |



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# BEHAVIORAL INDICATORS

Human Growth and Development is the adjustment of humans to life, to living life, to Being Human. The Human Growth and Development Matrix addresses the very beginnings of this adjustment to life with its entry level entitled "Behavioral Indicators". The intent of this level, unlike Levels I-VI which address skill acquisition, is to provide trainers with a guide to identifying individual behaviors which indicate or enhance learning.

The display of these behaviors, especially for infants and the severe and profoundly handicapped population, is a good indication that they are becoming aware of themselves and their environment. This awareness is the foundation for building their interaction skills within the Human Growth and Development framework. For example, under "Physiological Identity" it is not necessary for the client to actually "tolerate touch from another person"(e.g., pat on the back, stroking face) (Step 1) before moving on to Level I. What is important is that given this information, the trainer is aware that the client is becoming familiar with his/her own body and the presence of others.

The Behavioral Indicators level will guide the trainer in observing clients and interviewing knowledgeable others regarding client progress in this area. With low functioning persons, every teachable moment is a crucial [redacted] The "Behavioral Indicators" level does not promote itself to be all inclusive, however it is hoped that it will assist in the identification of these "teachable" moments so that they may become "learning" ones.

NOTE: Due to the limited number of materials available in this level, all resources are listed together by domain (Social Identity, Physiological Identity, and Health and Hygiene) rather than by the steps within each domain.

## Behavioral Indicators

16. Distinguishes threatening situations by staying close to authority figures (e.g. during fire drills, etc.)
15. Seeks known pleasurable situations (e.g. stops at soda machine, readily gets into cars for a ride).
14. Follows simple one-step commands (e.g. "look at me", "sit down", "stand up", "down please", etc.).
13. Responds to command "come", accompanied by gestures.
12. Seeks affection from anyone entering the room (e.g. moving closely toward strangers' faces, hugging closest body part).
11. Laughs when tickled.
10. Laughs in response to other laughing (imitation).
9. Demonstrates a particular preference toward a specific peer or family unit member (e.g. consistently singles that person from a group or lifts arms toward that person).
8. Responds positively to significant others (e.g. smiles, waves, coos, hugs).
7. Responds to gentle touch of others (e.g. coos, moves closer toward person touching, waves, lifts arms).
6. Turns head in direction of sound.
5. Cries or becomes visibly upset (lips tremble, pout, face changes color) in response to a negative or unpleasant situation.
4. Reacts negatively (e.g. temporarily stops/decreases activity, cries) to harsh toned sounds.
3. Responds positively (e.g. smiles, coos, waves) to soft toned sounds.
2. Startles in response to sudden loud noises (e.g. bells, claps).
1. Tolerates presence of another person.



14. Models behavior of others.
13. Attempts to manipulate others' genitals or breasts.
12. Allows others to touch and/or manipulate his/her genitals and/or breasts.
11. Female is observed sitting in a manner which stimulates
10. Female touches/rubs breast nipples.
9. Female fondles/rubs genitalia displaying orgasmic response (e.g. body rigidity tremor, immediately becoming languid).
8. Male fondles genitals, sometimes ejaculating.
7. Male fondles genitals, achieving erection.
6. Uses body parts as they relate to function (e.g., picking up objects with hands, lifts body using arms and legs, pulls to standing position using hands and arms.
5. Allows trainer/parent/nurse to touch genital area (e.g. during bath, showering or medication application).
4. Rubs or touches genital area (other than during functional use as in #3).
3. Uses or is aware of own body parts (male/female specific) as they relate to function (e.g. male holds penis during urination, female tolerates bra for support, adjusts Kotex during menstruation).
2. Manipulates external body parts (e.g. plays with fingers, toes, feet).
1. Will tolerate touch from another person (e.g. pat on the back, stroking face).

18. Demonstrates to trainer/parents his/her need for bodily cleanliness (e.g. gives tissues to trainer when runny nose occurs, gets nail clippers, wash cloth).
17. Eats different foods using appropriate utensils.
16. Assists trainer/parent with body cleanliness (e.g. bathing, washing face,hands).
15. Assists trainer/parent with toothbrushing (e.g. attempts any of the steps necessary in this task).
14. Assists trainer/parent with hair care (e.g. attempts to comb, brush or wash own hair).
13. Spears food with fork.
12. Toilets self when necessary, with infrequent accidents.
11. Indicates by gesture or vocalization the need to go to the toilet.
10. Has less than two toileting accidents each day when placed on a regular toileting program.
9. Eats with spoon.
8. Indicates to parent/trainer the need to have dry clothing (e.g. leads trainer to dresser or clothing storage area, removes soiled/wet clothing, brings clothing to trainer).
7. Stays on toilet or bedpan when placed and supervised.
6. Goes to appropriate sink or bathtub when requested (using visual and verbal cues if necessary).
5. Tolerates/permits hair care procedures by trainer/parent.
4. Tolerates/permits toothbrushing by trainer/parent.
3. Retains all food from spoon without spitting, drooling.
2. Indicates that clothing is wet or soiled (e.g. cries, touches soiled or wet area, pulls at article that is soiled or wet).
1. Allows trainer/parent to bathe or shower him/her.



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## SOCIAL IDENTITY

## BEHAVIORAL INDICATORS

STEP 1 Tolerates presence of another person.

STEP 2 Startles in response to sudden loud noises (e.g., bell, claps).

STEP 3 Responds positively (e.g., smiles, coos, waves) to soft toned sounds.

STEP 4 Reacts negatively (e.g., temporarily stops/decreases activity, cries) to harsh toned sounds.

STEP 5 Cries or becomes visibly upset (lips tremble, pouts, face changes color) in response to a negative or unpleasant situation.

STEP 6 Turns head in direction of sound.

STEP 7 Responds to gentle touch of others (e.g., coos, moves closer toward person touching, waves, lifts arms, etc.)

STEP 8 Responds positively to significant others (e.g., smiles, waves, coos, hugs).

STEP 9 Demonstrates a particular preference toward a specific peer or family unit member (e.g., consistently singles that person from a group, or lifts arms toward that person, etc.).

STEP 10 Laughs in response to other laughing (imitation).

STEP 11 Laughs when tickled.

STEP 12 Seeks affection from anyone entering the room (e.g., moves closely toward strangers' faces, hugs closest body part, etc.).

STEP 13 Responds to command "come", accompanied by gestures.

STEP 14 Follows simple one-step commands (e.g., "look at me", "sit down", "stand up", "down please", etc.).

STEP 15 Seeks known pleasurable situations (e.g., stops at soda machine, readily gets into cars for a ride, etc.).

STEP 16 Distinguishes threatening situations by staying close to authority figures (e.g., during fire drills, etc.).

## SOCIAL IDENTITY

## BEHAVIORAL INDICATORS

A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Information Council of the United States, American Association for Health. Physical Education, Recreation and Dance. (See "Awareness of Self"-pp. 19-20, stimulation, vocalization, spatial awareness, and kinesthetic.) (Guide)

Building A Home (Pre-Operational Training for Cluster Residence Personnel), "Sensory Stimulation" (See the "Light Green" Section), from the Staff Development Training Institute, Department of Health and Rehabilitative Services, Miami, FL 33055.

Language Acquisition Programs for the Retarded or Multiply Impaired, L.R. Kent, Research Press, 1974. (See "Attending, motor imitation, tracking, pointing to body parts, pp. 17-28.) (Paperback book)

Mealtimes for Severely and Profoundly Handicapped Persons, Robert Perske, Andrew Clifton, Barbara M. McLean, and Jean Ishler Stein, University Park Press, 1977.

Sensory Stimulation Workshop Materials, Chris Millet, Orlando Staff Development Training Institute, (free). (Guide)

Teaching Social Behavior to Young Children, William C. Sheppard, Steven B. Shank, and Darla Wilson, Research Press, 1980.

Training for Change: "Socialization Process", Miami Staff Development Training Institute, pp. 49-53. (Guide and activity cards.) (See "Sensory Stimulation Activities".)

## PHYSIOLOGICAL IDENTITY

## BEHAVIORAL INDICATORS

STEP 1 Will tolerate touch from another person (e.g., pat on the back, stroking face).

STEP 2 Manipulates external body parts (e.g., plays with fingers, toes, feet).

STEP 3 Uses or is aware of own body parts (male/female specific) as they relate to function (e.g., male holds penis during urination, female tolerates bra for support, adjusts Kotex during menstruation).

STEP 4 Rubs or touches genital area (other than during functional use as in step #3).

STEP 5 Allows trainer/parent/nurse to touch genital area (e.g., during bath, showering, or medication application).

STEP 6 Uses body parts as they relate to function (e.g., picking up object with hands, lifts body using arms and legs, pulls to a standing position using hands and arms).

STEP 7 Male fondles genitals, achieving erection.

STEP 8 Male fondles genitals, sometimes ejaculating.

STEP 9 Female fondles/rubs genitalia displaying an orgasmic response (e.g., body rigidity, tremors, immediately becoming languid).

STEP 10 Female touches/rubs breast nipples.

STEP 11 Female is observed sitting in a manner which stimulates clitoris (e.g., rocking while sitting with one foot under thigh).

STEP 12 Allows others to touch and/or manipulate his/her genitals and/or breasts.

STEP 13 Attempts to manipulate others' genitals or breasts.

STEP 14 Models behavior of others.

## PHYSIOLOGICAL IDENTITY

## BEHAVIORAL INDICATORS

A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the United States, American Association for Health, Physical Education, Recreation and Dance. (See "Awareness of Self", sensory, motor, mobility.) (Guide)

"Normal Psychosexual Development", M. Rutter. Annual Progression in Child Psychology, 1972. Brunner/Mazel Publishers (pp. 64-95).

Peabody Developmental Motor Scale, R. Folio & R. DeBase, IMRID, Box 154, George Peabody College, Nashville, TN 37203. (Particularly applicable to the client enrolled in a Developmental Activity Program.)

Physical Activities for the Mentally Retarded, American Association for Health, Physical Education, Recreation and Dance. (See "Developing Fundamental Motor Skills"-pp. 5-24.)

Sunland Client Assessment Instrument, Sunland Tallahassee, 1976. (See "psycho-motor cluster".)

## HEALTH & HYGIENE

## BEHAVIORAL INDICATORS

STEP 1 Allows trainer/parent to bathe or shower him/her.

STEP 2 Indicates that clothing is wet or soiled (e.g., cries, touches soiled or wet area, pulls at article that is soiled or wet).

STEP 3 Retains all food from spoon without spitting, drooling.

STEP 4 Tolerates/permits toothbrushing by trainer/parent.

STEP 5 Tolerates/permits hair care procedures by trainer/parent.

STEP 6 Goes to appropriate sink or bathtub when requested (using visual and verbal cues if necessary).

STEP 7 Stays on toilet or bedpan when placed and supervised.

STEP 8 Indicates to parent/trainer the need to have dry clothing (e.g., leads trainer to dresser or clothing storage area, removes soiled/wet clothing, brings clothing to trainer).

STEP 9 Eats with spoon.

STEP 10 Has less than two toileting accidents each day when placed on a regular toileting program.

STEP 11 Indicates by gesture or vocalization, the need to go to the toilet.

STEP 12 Toilets self when necessary, with infrequent accidents.

STEP 13 Spears food with fork.

STEP 14 Assists trainer/parent with hair care (e.g., attempts to comb, brush or wash own hair).

STEP 15 Assists trainer/parent with toothbrushing (e.g., attempts any of the steps necessary in this task).

STEP 16 Assists trainer/parent with body cleanliness (e.g., bathing, washing face, hands, etc.).

STEP 17 Eats different foods using appropriate utensils.

STEP 18 Demonstrates to trainer/parents his/her need for bodily cleanliness (e.g., gives tissues to trainer when runny nose occurs, gets nail clippers, wash cloth, etc.).

## HEALTH & HYGIENE

## BEHAVIORAL INDICATORS

Advanced Self-Help Skills, Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, & Diane M. Murphy, Research Press, 1976. (See Bathing - pg. 52, Washing Hair - pp. 54-55.) (Book)

Early Self-Help Skills, Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, & Diane M. Murphy, Research Press, 1976. (See drinking - pg. 57, eating with spoon - pp. 58-60, dressing--socks, shoes, pullover, pants-- pp. 62-68, drying and washing hands - pp. 70-72.) (Book)

Intermediate Self-Help Skills, Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, & Diane M. Murphy, Research Press, 1976. (See dressing--buttoning shirts, zipping,belts, buckles--pp. 34-44, eating--with a fork and spreading with a knife--pp. 46-49, grooming--washing face and hands, drying hands, brushing hair and teeth--pp. 52-59.) (Book)

Mealtimes for Severely and Profoundly Handicapped Persons, Robert Perske, Andrew Clfiton, Barbara McLean, and Jean Ishler Stein, University Park Press, 1977. (The entire book is wonderful, a must for working with the severe and profound!) (Book)

Toilet Training, Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, & Diane M. Murphy, Research Press, 1977. (Book)

Toilet Training the Retarded, A Rapid Program for Day and Night Time Independent Toileting, R.M. Foxx, Ph.D., & N.H. Azrin, Ph.D., Research Press, 1973.

## SOCIAL IDENTITY

LEVEL I

| | |
|---|---|
| STEP 1 | Identifies/recognizes self--mirror image--(e.g., name, sex). |
| STEP 2 | Recognizes immediate family or family unit members (e.g., mother, father, siblings, foster parents, cottage parents). |
| STEP 3 | Recognizes other relatives or persons outside immediate family or family unit (e.g., grandparents, aunts, uncles, unit director, teacher, foster grandparent, registered nurse). |
| STEP 4 | Identifies other persons by sex (boy/girl; man/woman). |
| STEP 5 | Identifies traditional female family roles and clothing. |
| STEP 6 | Identifies traditional male family roles and clothing. |
| STEP 7 | Identifies contemporary family roles and clothing, or roles of members of family unit in institution and/or community residential center (e.g., unit director, registered nurse, behavioral specialist, foster grandparent). |

LEVEL II

| | |
|---|---|
| STEP 1 | Identifies different human emotions (e.g., happy, angry, sad). |
| STEP 2 | Identifies situations which bring about these various emotions (from Step 1). |
| STEP 3 | Recognizes and understands relationship of self to authority figures (e.g., parents, teachers, unit directors). |
| STEP 4 | Recognizes and understands relationship of self to peers and friends (e.g., classmates, acquaintences, boyfriends, girlfriends). |
| STEP 5 | Recognizes possible changes in or termination of relationships (e.g., through temporary anger, changes in occupation, moving away, death). |
| STEP 6 | Recognizes the need for social self-protection (e.g., not talking to strangers, not opening doors to strangers, not taking candy from or riding with strangers). |

LEVEL III

| | |
|---|---|
| STEP 1 | Recognizes that people can be divided into groups according to sex. |
| STEP 2 | Identifies existing traditional and contemporary masculine and feminine roles according to social treatment, etiquette, public restrooms, and clothing. |
| STEP 3 | Identifies traits which make people attractive (e.g., personality, appearance, sincerity, honesty, dependability, common interests). |
| Step 4 | Recognizes roles in relation to one another (e.g., husband & wife, boyfriend & girlfriend, unit director & registered nurse). |

STEP 5 Identifies appropriate social activities with peers.

STEP 6 Identifies appropriate social interaction during various social activities (e.g., conversation/ participation at parties, visiting, church, funerals, shopping).

STEP 7 Recognizes appropriate and inappropriate hugging, kissing, touching as it relates to family members, friends, teachers, and members in family unit or ward.

STEP 8 Identifies socially appropriate clothing for specific social situations.

STEP 9 Identifies socially appropriate sitting and posturing.

STEP 10 Identifies socially dangerous situations and identifies appropriate responses to such situations (e.g., call police, find an adult in authority, call unit director).

STEP 11 Recognizes that peer pressure and curiosity can make one want to use alcohol, illegal drugs, or engage in inappropriate behavior, and knows how to respond to such situations appropriately.

LEVEL IV

STEP 1 Identifies acceptable and unacceptable dating bahavior (e.g., curfews, manners).

STEP 2 Identifies interactions which might occur between couples (e.g., touching, holding hands, kissing, petting, sexual relations).

STEP 3 Recognizes appropriate and inappropriate sexual advances and knows how to respond appropriately to such advances.

STEP 4 Recognizes and understands the social and legal consequences of sexual misconduct.

STEP 5 Recognizes and understands the social and legal consequences of alcohol and illegal drug usage.

STEP 6 Recognizes the concepts of going steady and being engaged.

STEP 7 Recognizes and understands the concept of love relationships.

STEP 8 Recognizes and understands the responsibilities, advantages, and disadvantages of being single.

STEP 9 Recognizes and understands the responsibilities, advantages, and disadvantages of living with someone when not married and when married.

STEP 10 Recognizes the financial, emotional, and social and legal responsibilities of marriage and cohabitation.

STEP 11 Understands the termination of relationships (e.g., friendships, engagements, marriages).

LEVEL V

STEP 1 Identifies own legal rights and responsibilities (e.g., the right to vote, age of majority, right not to be involuntarily sterilized).

STEP 2 Recognizes the many possible relationships between men and women (e.g., casual relationships, working relationships, love relationships).

STEP 3 Recognizes the existence of male and female homosexual relationsihps and identifies the social and legal restraints that accompany such relationships.

STEP 4 Recognizes the existence of bisexuality and identifies the social and legal restraints and consequences that accompany such relationships.

STEP 5 Recognizes the existence of prostitution and identifies the social and legal restraints and consequences that accompany it.

STEP 6 Recognizes the social costs of illegitimacy.

STEP 7 Identifies responsibilities associated with child bearing and child rearing (e.g., social, financial, legal, educational) and understands the benefits and disadvantages of having children.

LEVEL VI

STEP 1 Identifies changes in family patterns (e.g., loss of parents, loss of spouse or children) and the need for adjustment to changes in family patterns.

STEP 2 Identifies emotional changes which might occur with age.

STEP 3 Recognizes possible changes in lifestyle (e.g., retirement, unemployment, use of leisure time).

## SOCIAL IDENTITY

### LEVEL I, STEP 1

Identifies/recognizes self -- mirror image (e.g., name, sex)

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 19 | Guide |
| Becoming Independent: A Living Skills System, Edmark Associates. | --- | Guide (Unit on "Self Identity and Personal Adjustment") |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 52-54 | Book |
| Sunland Client Assessment Inventory (SCAI), Sunland Tallahassee. | --- | Assessment |
| Training for Change - Socialization Process, F. DeStefano, M.A. | p. 34 | Guide (Includes various assessment instruments) |

# SOCIAL IDENTITY

## LEVEL I, STEP 2

Recognizes immediate family or family unit members (e.g., mother, father, siblings, foster parents, cottage parents).*

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 26 | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 107-114<br>p. 179-183 | Book |

* The method your client uses to display recognition (gestures, vocalizes, etc.) should be determined prior to beginning training in this area. It is the author's opinion that there are limited resources available in this step because of its simplicity. It is recommended that you use pictures of members in the family unit, tapes of their voices (visually impaired), or the members themselves to train in this particular area.

# SOCIAL IDENTITY

## LEVEL I, STEP 3

Recognizes other relatives or persons outside immediate family or family unit (e.g., grandparents, aunts, uncles, unit director, teacher, foster grandparent, registered nurse).*

| | | |
|---|---|---|
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 172-175 | Book |

* It is recommended that visual aids (e.g., actual pictures of the appropriate persons or the people themselves) be used to provide training in this step. Due to the personal individual nature of this topic, it is extremely difficult to find adequate resources.

## SOCIAL IDENTITY

### LEVEL I, STEP 4

Identifies other persons by sex (boy/girl; man/woman).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 26 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #2 | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 220-228 | Book |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 1-14, 1-17, 1-20, 1-21 | Slide Series and Manual |

## SOCIAL IDENTITY

### LEVEL I, STEP 5

Identifies traditional female family roles and clothing.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 26 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #2 | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 41-44 | Book |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 18 | Manual |
| Sexuality, Law, and the Developmentally Disabled Person, S.F. Haanik, K.A. Menninger II, J.D. | p. 10-12 | Book (Review of studies of sex role development and identification) |

# SOCIAL IDENTITY

## LEVEL I, STEP 6

Identifies traditional male family roles and clothing.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 26 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #2 | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 41-42 | Book |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 17 | Manual |

## SOCIAL IDENTITY

LEVEL I, STEP 7

Identifies contemporary family roles and clothing, or roles of members of family unit in institution and/or community residential center (e.g., unit director, registered nurse, behavioral specialist, foster grandparent).

| | | |
|---|---|---|
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #2 | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 41-45 | Book |
| Report of the New York City Commission on Human Rights, Woman's Role in Contemporary Society, Discus. | --- | Book |

LEVEL II

## SOCIAL IDENTITY

### LEVEL II, STEP 1

Identifies different human emotions (e.g., happy, angry, sad).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 24 | Guide |
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | chapter 6 p. 129-162 | Book |
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum (45 pages) |
| Sometimes I Get Angry, J. Watson. | --- | Book |
| Sometimes I'm Afraid, J. Watson. | --- | Book |
| Threshold Series, Dr. Thomas Mintz. | chapter 7 | Book, filmstrips, cassette/audio tapes |
| Understanding Your Feelings, Edmark Associates. | --- | Contains 4 filmstrips and 1 guide |

## SOCIAL IDENTITY

### LEVEL II, STEP 2

Identifies situations which bring about these various emotions (from Step #1)

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 25 | Guide |
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | chapter 6<br>p. 129-162<br>p. 299-301 | Book |
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum |
| Sometimes I Get Angry, J. Watson. | --- | Book |
| Sometimes I'm Afraid, J. Watson. | --- | Book |
| Understanding Your Feelings, Edmark Associates. | --- | Contains 4 filmstrips and 1 guide |

# SOCIAL IDENTITY

## LEVEL II, STEP 3

Recognizes and understands relationship of self to authority figures (e.g., parents, teachers, unit directors).

| | | |
|---|---|---|
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 267-281 | Book |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 154-155 | Book |
| Teaching Social Behavior to Young Children, Dr. William Sheppard. | --- | Book |
| Training for Change - Socialization Process, F. DeStefano, M.A. | p. 13-20 | Training Guide |

# SOCIAL IDENTITY

## LEVEL II, STEP 4

Recognizes and understands relationship of self to peers and friends (e.g., classmates, acquaintances, boyfriends, girlfriends).

| | | |
|---|---|---|
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zilman and K. Tyser. | See "Relationships" | Curriculum |
| Like Me, Alan Brightman | --- | Paperback Book (available at local bookstores) |
| On Being the Parent of a Handicapped Youth, Sol Gordon. | --- | Guide |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-7 through slide 4-13 | Slide Series and Manual |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |
| Understanding Differences, Edmark. | --- | 4 Filmstrips and 1 Guide |
| "I Can't Read"<br>"People Say I'm Slow"<br>"What's So Great About Being Smart?"<br>"How Can You Run When You Can't Even Walk?" | | |

# SOCIAL IDENTITY

## LEVEL II, STEP 5

Recognizes possible changes in or termination of relationships (e.g., through temporary anger, changes in occupation, moving away, death).

| | | |
|---|---|---|
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum (See "relationships" and sex "roles" sections) |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 82-83 | Book |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |

## SOCIAL IDENTITY

### LEVEL II, STEP 6

Recognizes the need for social self-protection (e.g., not talking to strangers, not opening doors to strangers, not taking candy from or riding with strangers).

| | | |
|---|---|---|
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-34 through slide 4-39 | Slide Series and Manual |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |
| Woman's Body - An Owner's Manual, The Diagram Group. | J-18-20 | Manual |

LEVEL III

## SOCIAL IDENTITY

### LEVEL III, STEP 1

Recognizes that people can be divided into groups according to sex.

| | | |
|---|---|---|
| "Boys and Sex", About Your Sexuality, Wardell B. Pomeroy. | p. 1-8 | Paperback Book |
| Curriculum Guide in Sex Education for the Trainable Mentally Retarded, K.L. Steward. | --- | Article (Guide) (See section on identification of restroom signs) |
| On Being the Parent of a Handicapped Youth, Sol Gordon. | --- | Guide |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 40 | Manual (See "Growing Up") |
| Sexuality and the Mentally Handicapped, W. Kempton | slide 4-16 through slide 4-20 | Slide Series and Manual |

# SOCIAL IDENTITY

## LEVEL III, STEP 2

Identifies existing traditional and contemporary masculine and feminine roles according to social treatment, etiquette, public restrooms, and clothing.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physcial Education and Recreation. | p. 29 | Guide |
| "Conditioning Appropriate Heterosexual Behavior in Mentally and Socially Handicapped Populations", Training School Bulletin, Vol. 66, pp. 172-177, M. Rosen. | 6 pgs. | Article |
| Curriculum Guide in Sex Education for the Trainable Mentally Retarded, K.L. Steward. | 40 pgs. | Article (Guide) includes suggestions for materials |
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum (See "Sex Role") |
| "Femininity and Masculinity", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-16 through slide 4-20 | Slide Series and Manual |
| Step by Step Dressing, S. Henderson and M. McDonald. | --- | Book (See "Planning" and "Clothing" Recommendations) |
| Teaching Social Behavior to Young Children, Dr. William Sheppard. | --- | Book |

## SOCIAL IDENTITY

### LEVEL III, STEP 3

Identifies traits which make people attractive (e.g., personality, appearance, sincerity, honesty, dependability, common interests).

| | | |
|---|---|---|
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum |
| "Femininity and Masculinity", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Finding Yourself, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | --- | Paperback Bcok |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 399-400 | Book |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D. | --- | Manual and Filmstrips (Emphasis is on appearance, politeness, personality, and sincerity throughout the series) |

## SOCIAL IDENTITY

### LEVEL III, STEP 4

Recognizes roles in relation to one another (e.g., husband & wife, boyfriend & girlfriend, unit director & registered nurse).

| | | |
|---|---|---|
| "Boys and Sex", About Your Sexuality, Wardell B. Pomeroy. | chapter 6 | Paperback Book (boyfriend/ girlfriend) |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - relationships) |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #33-#36 | Guide |
| Finding Yourself, Marion O. Lerrego, Ph.D. and Helen Southard, M.A. | --- | Paperback Book |
| "Should You or Shouldn't You? And When?", The Human Birth, Growth & Development, Facts and Feelings, Set 3 Series, Warren Scholat. | --- | Filmstrip |

# SOCIAL IDENTITY

## LEVEL III, STEP 5

Identifies appropriate social activities with peers.

| | | |
|---|---|---|
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 208-211, 442-446 | Book |
| Living in a Family Environment (A Training Program for Group Home Parents, "Recreation and Leisure Time", The Life Project), The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 25-28 52-53 | Training Manual |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 20-21 | Guide, pamphlet |
| Recreation and Leisure Time Series, Edmark Associates. | --- | 5 Filmstrips, 5 Cassettes, 20 Workbooks, 1 Manual (explores possible recreational activities. Student workbook is geared toward high functioning clients.) |
| Teaching Social Behavior to Young Children, Dr. William Sheppard. | --- | Book |

# SOCIAL IDENTITY

## LEVEL III, STEP 6

Identifies appropriate social interaction during various social activities (e.g., conversation/participation at parties, visiting, church, funerals, shopping).

| | | |
|---|---|---|
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 208-211<br>442-446 | Book |
| "Boys and Sex", About Your Sexuality, Wardell B. Pomeroy. | p. 65-83 | Paperback Book |
| "Heterosexual and Aggressive Behavior Among Institutionalized Retardates", Mental Retardation, 1969, 7(5), p. 28-30, R.B. Abelson and R.C. Johnson. | --- | Article |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #15-17 | Guide, slides, cassettes & illustrations |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Girls"<br>"Guidebook for Boys" | p. 29-35,<br>p. 22-29 | Manual (Girls)<br>Manual (Boys)<br>Filmstrip ("Talk About Good Behavior") |
| Teaching Social Behavior to Young Children, Dr. William Sheppard. | --- | Book |

# SOCIAL IDENTITY

## LEVEL III, STEP 7

Recognizes appropriate and inappropriate hugging, kissing, touching, as it relates to family members, friends, teachers, and members in family unit or ward.

| | | |
|---|---|---|
| "Boys and Sex", About Your Sexuality, Wardell B. Pomeroy. | p. 84-95 | Paperback Book |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" -relationships/ dating) |
| "Heterosexual and Aggressive Behavior Among Institutionalized Retardates", Mental Retardation, 1969, 7(5), p. 28-30, R.B. Abelson and R.C. Johnson. | --- | Article |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston and M. Knapp. | plate 10 | Visual Aid and Script ("Ways of Relating") |
| "Making Out", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-21 through slide 4-24 | Slide Series and Manual |
| "Should You or Shouldn't You? And When?" The Human Birth, Growth & Feelings, Set 3 Series, Warren Scholat. | --- | Filmstrip |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Girls"<br>"Guidebook for Boys" | p. 29-35<br>p. 22-29 | Manual (Girls)<br>Manual (Boys)<br>Filmstrip ("A Talk About Good Behavior") |

LEVEL III, STEP 7
(Continued)

| | | |
|---|---|---|
| Teensex? It's O.K. to Say No, Planned Parenthood Federation of America, Inc. | --- | Booklet (12 pgs.) Videocassette, 29 min. U-matic 3/4", sound/color. |

## SOCIAL IDENTITY

### LEVEL III, STEP 8

Identifies socially appropriate clothing for specific social situations.

| | | |
|---|---|---|
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 375-376 | Book |
| Step By Step Dressing, S. Henderson and M. McDonald | --- | Book (See "Gathering Information" and "Clothing" Recommendations") |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D. "Proper Clothing" (Boys and Girls) | p. 24-28 | Manual Filmstrip |
| Teensex? It's O.K. To Say No, Planned Parenthood. | --- | Booklet (12 pgs.) Videocassette, 29 min. U-matic 3/4", sound/color. |

## SOCIAL IDENTITY

### LEVEL III, STEP 9

Identifies socially appropriate sitting and posturing.

| | | |
|---|---|---|
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 21 | Guide, pamphlet |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 340-341, 399 | Book |
| Teaching Social Behavior to Young Children, Dr. William Sheppard. | --- | Book |
| Teensex? It's O.K. To Say No, Planned Parenthood Federation of America, Inc. | --- | Booklet (12 pgs.) Videocassette, 29 min. U-matic 3/4", sound/color. |

## SOCIAL IDENTITY

### LEVEL III, STEP 10

Identifies socially dangerous situations and identifies appropriate responses to such situations (e.g., call police, find an adult in authority, call unit director).

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Handicapped, P. Cooksey, R.N., P. Brown, M.S. | --- | Booklet |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality"- Rape & Prevention) |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | chapter 8 (Self-defense) | Manual |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-26, 4-27 | Slide Series and Manual |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |
| Woman's Body - An Owner's Manual, The Diagram Group. | J-10-20 | Manual |

## SOCIAL IDENTITY

### LEVEL III, STEP 11

Recognizes that peer pressure and curiosity can make one want to use alcohol, illegal drugs, or engage in inappropriate behavior, and knows how to respond to such situations appropriately.

| | | |
|---|---|---|
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Drug Use Orientation" - alcohol, smoking, drugs and the law, organizations) |
| The Drug Alternative, Mitchell Winn. | p. 1-36 | Booklet |
| The Gemini House Manual - A Comprehensive Primer on Drug and Life Information, Gemini House Collections. | 176 pgs. | Book (Provides factual information on drug abuse with emphasis on responsibility and decision making) |
| Learning About Alcohol, Samuel A. Miles. | p. 61-74 | Book |
| Man's Body - An Owner's Manual, Diagram Group. | H-04, 28, 41 | Manual |
| Resource Book for Drug Abuse Education, Marvin R. Levy. | --- | Book |

LEVEL IV

## SOCIAL IDENTITY

### LEVEL IV, STEP 1

Identifies acceptable and unacceptable dating behavior (e.g., curfews, manners).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 33 | Guide |
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 247-258, 514-518 | Book |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality"-relationships/ dating) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-20 through slide 4-24 | Slide Series and Manual |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |

## SOCIAL IDENTITY

### LEVEL IV, STEP 2

Identifies interactions which might occur between couples (e.g., touching, holding hands, kissing, petting, sexual relations).

| | | |
|---|---|---|
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 254, 518 | Book |
| Hite Report: A Nationwide Survey in Female Sexuality, Shere Hite. | p. 408-422 | Book |
| "Lovemaking", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| "Making Out", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| "Should You or Shouldn't You? And When?", The Human Birth, Growth & Development, Facts and Feelings, Set 3 Series, Warren Scholat. | --- | Filmstrip |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |

## SOCIAL IDENTITY

### LEVEL IV, STEP 3

Recognizes appropriate and inappropriate sexual advances and knows how to respond appropriately to such advances.

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Handicapped, P. Cooksey, R.N., P. Brown, M.S. | 20 pgs. | Booklet (See "Rape") |
| Against Our Will, Susan Brownmiller. | --- | Book |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - Rape & prevention) |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 155-161 | Manual (See "Rape") |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |

# SOCIAL IDENTITY

## LEVEL IV, STEP 4

Recognizes and understands the social and legal consequences of sexual misconduct.

| | | |
|---|---|---|
| Sex Education and the Mentally Retarded: A Community Approach, Roger Blue. | p. 33-34 | Manual (Assessment included) |
| Sexuality, Law, and the Developmentally Disabled Person, S.F. Haanik, K.A. Menninger II, J.D. | --- | Book (See chapters) |

## SOCIAL IDENTITY

### LEVEL IV, STEP 5

Recognizes and understands the social and legal consequences of alcohol and illegal drug usage.

| | | |
|---|---|---|
| The Drug Alternative, Mitchell Winn. | --- | Booklet |
| Drug Doubt, Sol Gordon. | --- | Comic Book |
| Learning About Alcohol, Samuel A. Miles. | --- | Booklet |
| Resource Book for Drug Abuse Education, Marvin R. Levy. | --- | Paperback Book |

## SOCIAL IDENTITY

### LEVEL IV, STEP 6

Recognizes the concepts of going steady and being engaged.

| | | |
|---|---|---|
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 250-258 | Book |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zilman and K. Tyser. | --- | Curriculum (See "Relationships") |
| Sexuality and the Mentally Handicapped, W. Kempson. | slide 8-8, 8-9 | Slide Series and Manual |

## SOCIAL IDENTITY

### LEVEL IV, STEP 7

Recognizes and understands the concept of love relationships.

| | | |
|---|---|---|
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 250-258 | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #16-18 | Guide |
| Sex and the New Morality, Frederick C. Wood, Jr. | --- | Book |
| Sex Education and the Mentally Retarded: A Community Approach, Roger Blue. | p. 22 | Manual (Assessment included) |
| Sex: Telling It Straight, Eric Johnson. | p. 82-84 | Book |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-22 | Slide Series and Manual |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 160 | Book |
| Understanding Your Love Feelings (From the Love and Facts of Life Kit), Q-Ed Productions. | --- | Filmstrip with audio cassette |

# SOCIAL IDENTITY

## LEVEL IV, STEP 8

Recognizes and understands the responsibilities, advantages, and disadvantages of being single.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 34 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #45 | Guide |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 65-70 | Manual |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 8-7 | Slide Series and Manual |
| Why Wait Till Marriage? - A Kit, Q-Ed Productions. | --- | Multimedia Kit and Book |

## SOCIAL IDENTITY

### LEVEL IV, STEP 9

Recognizes and understands the responsibilities, advantages, and disadvantages of living with someone when not married and when married.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 34 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #45 | Guide |
| Like Other People, Perennial Education. | --- | Film - 37 mins. (Excellent) |
| Sex Education and the Mentally Retarded: A Community Approach, Roger Blue. | p. 22-23, 27 | Manual (Assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 8-13 through 8-18, 8-30, 8-31 | Slide Series and Manual |
| "Sexuality, Contraception and the Mentally Retarded", Postgraduate Medicine, B. Fujita, N. Wagner, R. Pijon. | --- | Article (See "Sexuality, Marriage" - 5 pgs.) |
| Sexuality, Law, and the Developmentally Disabled Person, S.F. Haanik, K.A. Menninger II, J.D. | chapter 2 see chapters | Book (Laws restricting marriage) |

## SOCIAL IDENTITY

### LEVEL IV, STEP 10

Recognizes the financial, emotional, and social and legal responsibilities of marriage and cohabitation.

| | | |
|---|---|---|
| "Any Reason Why This Mentally Retarded Couple Should Not Be Joined Together?", Mental Retardation, J.M. Abbott and G.M. Ladd. | --- | Article |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #45 | Guide |
| "Is 'I Do' In the Repertoire of the Retarded? A Study of the Functioning of Married Retarded", Mental Retardation, L. Andron and M.L. Sturm. | --- | Article |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 34-36 | Guide, pamphlet |
| "Marriage and Mental Handicap", Human Sexuality and the Mentally Retarded, F.F. de la Cruz, G.D. La Veck. | --- | Article |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 71-75 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 22-23, 26-27 | Manual (Assessment included) |

LEVEL IV, STEP 10
(Continued)

| | | |
|---|---|---|
| Sexuality and the Mentally Retarded, W. Kempton. | slide 8-19 through slide 8-29 | Slide Series and Manual |
| Sexuality, Law and the Developmentally Disabled Person, S.F. Haanik, M.A. and Karl Menninger II, J.D. | see chapters | Book |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 161 | Book |

## SOCIAL IDENTITY

### LEVEL IV, STEP 11

Understands the termination of relationships (e.g., friendships, engagements, marriage).

| | | |
|---|---|---|
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | --- | Curriculum (See "Sexuality" - Divorce) |
| Sexuality and the Mentally Handicapped, W Kempton. | slide 8-27 | Slide Series and Manual |
| Sexuality, Law and the Developmentally Disabled Person, S.F. Haanik, M.A. and Karl Menninger II, J.D. | See chapters | Book |

LEVEL V

# SOCIAL IDENTITY

## LEVEL V, STEP 1

Identifies own legal rights and responsibilities (e.g., the right to vote, age of majority, right not to be involuntarily sterilized).

| | | |
|---|---|---|
| A Right to Love? A. Shearer. | --- | Paper |
| Advocacy Guide to the Legal Richts of Handicapped Persons, R.L. Burgdorf, Jr., J.D. and M.P. Burgdorf, Jr., J.D. | --- | Book |
| Bill of Rights of Retarded Persons, Florida Statutes, Ch. 393.13, 1975. | --- | Copy |
| Building A Home: Pre-operational Training for Cluster Residence Personnel, Staff Development Training Institute, Miami. | --- | Manual (See "Red" Section) - Good factual information regarding rights of Florida's developmentally disabled population |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Law and Justice" - rights, courts, probation, confrontation with law officers) |
| "Community Living", The Life Project, Harry A. Waisman Center on Mental Retardation and Human Development. | --- | Guide (See "client rights") |
| "Community Resources and Relations", The Life Project, Harry A. Waisman Center on Mental Retardation and Human Development. | p. 25 | Guide (Advocacy) |
| "Conception, Coercion, and Control", Hospital and Community Psychology, Vol. 25(5), May, 1974, Betty Cochran. | 6 pgs | Article |

LEVEL V, STEP 1
(Continued)

| | | |
|---|---|---|
| "Introduction to Mental Retardation", The Life Project, Harry A. Waisman Center on Mental Retardation and Human Development. | --- | Guide (See "client rights") |
| "Legal Consent for Vasectomy of the Mentally Retarded Minor", Journal of the American Medical Association, Vol. 221, #3, July 17, 1972, R.P. Bergen. | --- | Article |
| The Legal Rights of Handicapped Persons: Cases, Materials, and Text, Robert Burgdorf, Jr., J.D., editor. | --- | Text |
| The Legal Rights of Handicapped Persons: Cases, Materials, and Text, Supplement 1, Robert Burgdorf, Jr., J.D., editor. | --- | Text |
| Resource Book for Drug Abuse Education, Marvin R. Levy. | p. 59-64 | Book |
| "Sex and the Mentally Handicapped", Physician's World, Oct. 1974, Myron Brenton. | --- | Article |
| Sexual Rights and Responsibilities of the Mentally Retarded, M. Bass, editor. | --- | Article |
| Sexual Rights of the People Who Happen to be Handicapped, Sol Gordon. | 10 pgs. | Pamphlet |
| Sexuality, Law, and the Developmentally Disabled Person, S.F. Haanik and K.A. Menninger, II, J.D. | chapter 6 (sterilization) chapter 7 (legal issues) | Book |

LEVEL V, STEP 1
(Continued)

| | | |
|---|---|---|
| "The Sterilization of Mentally Retarded Persons: The Issues and Conflicts", Family Planning Population Reporter, Vol. 3, #5, Oct., 1974, E.W. Paul. | 4 pgs. | Article |
| "Sterilization of the Retarded: A Problem or a Solution?" California Law Review, Vol. 62, #3, May, 1974, C.W. Murdock. | 10 pgs. | Article |
| Voluntary Sterilization, Association for Voluntary Sterilization, Inc. | --- | Assorted pamphlets on the subject of voluntary sterilization |

## SOCIAL IDENTITY

### LEVEL V, STEP 2

Recognizes the many possible relationships between men and women (e.g., casual relationships, working relationships, love relationships).

| | | |
|---|---|---|
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #42 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zilman and K. Tyser. | --- | Curriculum |
| Like Other People, Perennial Education. | --- | Film - 37 mins. (Excellent-great for staff training and client counseling) |
| "Premarital Sexual Experience and Postmarital Sexual Behavior", R. Athanasiou and R. Sockin, from Human Sexuality and the Mentally Retarded, F.F. de la Cruz and G.D. La Veck. | --- | Article |
| "Sex and the Mentally Handicapped", Physician's World, Oct. 1974, Myron Brenton. | --- | Article |

## SOCIAL IDENTITY

### LEVEL V, STEP 3

Recognizes the existence of male and female homosexual relationships and identifies the social and legal restraints that accompany such relationships.

| | | |
|---|---|---|
| Bill of Rights of Retarded Persons, Florida Statutes, Ch. 393.13, 1975. | --- | Copy |
| "Boys and Sex", Wardell R. Pomeroy, from About Your Sexuality, Deryck Calderwood. | p. 44-64 | Paperback Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #43-44 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (See "Sexual Behavior-Homosexuality") |
| The Gay World, Martin Hoffman. | --- | Paperback Book |
| The Hite Report: A Nationwide Survey in Female Sexuality, Shere Hite. | p. 273-293 | Book (Lesbianism) |
| Homosexual Bill of Rights, Society for Individual Rights. | --- | Copy |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #19-20 | Guide, slides, cassettes and illustrations |
| The Lesbian in America, Donald Carey. | --- | Paperback Book |
| Lesbian Woman, Martin and Lyon. | --- | Book (also available in paperback from Bantam - $1.50) |
| Lewd and Lascivious Behavior, Florida Statutes, Ch. 796.09. | --- | Copy |

LEVEL V, STEP 3
(Continued)

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | K-26<br>K-31 | Manual<br>(Sexuality) |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 81-96 | Manual<br>(Lesbianism) |
| The Same Sex, R.W. Weltg. | --- | Paperback Book<br>(Major emphasis on legal aspects and ethics) |
| "Same-Sex Relationships", About Your Sexuality, Deryck Calderwood. | --- | Filmstrip and records (See "Invincible Minority") |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 32-33 | Manual |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-28<br>through<br>slide 4-33 | Slide Series<br>and Manual |
| Social Behavior, James Stanfield Film Associates. | --- | Slides |
| Society and the Healthy Homosexual, George Weinberg. | --- | Book (Provides good information on attitudes and prejudice) |
| 20 Questions About Homosexuals, Gay Activists Alliance. | --- | Pamphlet |
| Woman's Body - An Owner's Manual, Diagram Group. | B-22,23 | Manual |

## SOCIAL IDENTITY

### LEVEL V, STEP 4

Recognizes the existence of bisexuality and identifies the social and legal restraints and consequences that accompany such relationships.

| | | |
|---|---|---|
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #43-44 | Guide |
| The Joy of Sex, Alex Comfort, M.B., Ph.D. | p. 225 | Book |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 33 | Manual (Assessment included) |
| Woman's Body - An Owner's Manual, Diagram Group. | B-25 | Manual |

## SOCIAL IDENTITY

### LEVEL V, STEP 5

Recognizes the existence of prostitution and identifies the social and legal restraints and consequences that accompany it.

| | | |
|---|---|---|
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (See "Illegal Sexual Behavior") |
| The Joy of Sex, Alex Comfort, M.B., Ph.D. | p. 248 | Book |
| Problems of Sex Behavior, Edward Sagarin and Donald MacNamara. | --- | Paperback Book |
| Prostitution, Florida Statutes, Ch. 796. | --- | Copy |

## SOCIAL IDENTITY

### LEVEL V, STEP 6

Recognizes the social costs of illegitimacy.

| | | |
|---|---|---|
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - adolescent parenthood) |
| Contraception, Scripto Graphic Booklets. | --- | Booklet (emphasis on responsibility in relationships) |
| Problems of Sex Behavior, Edward Sagarin and Donald MacNamara. | --- | Paperback Book |
| "Protect Yourself: Unwanted Parent", Sol Gordon. | --- | Comic Book |
| Sexuality, Law and the Developmentally Disabled Person, S.F. Haanik, M.A. and Karl Menninger II, J.D. | --- | Book (See "Mentally Retarded as Parents") |
| Young, Single and Pregnant, Leonard Schwartz. | --- | Videocassette, 18 min., U-matic 3/4", sound, color |

## SOCIAL IDENTITY

LEVEL V, STEP 7

Identifies responsibilities associated with child bearing and child rearing (e.g., social, financial, legal, educational) and understands the benefits and disadvantages of having children.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 35 | Guide |
| Christian Child-Rearing and Personality Development, Paul D. Meier, M.D. | p. 1-45, 101-137 | Book |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - adolescent parenthood) |
| Contraception, Scripto Graphic Booklets. | --- | Book (emphasis on responsibility in relationships) |
| Going to Have a Baby, Scripto Graphic Booklets. | --- | Booklet |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 37 | Guide, pamphlet |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 239-246 | Manual |
| Parents' Responsibilities, American Assn. for Health, Physical Education, Recreation and Dance. | --- | Paperback Book |
| "Responsibility for the Potential Child", J.B. Bartrom. | --- | Article |

LEVEL V, STEP 7
(Continued)

| | | |
|---|---|---|
| "Sex and the Mentally Retarded", J.H. Meyerowitz, Medical Aspects of Human Sexuality, Nov. 1971, 5(11), p. 94-118. | --- | Article |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 26-27 | Manual (Assessment included) |
| Sexual Rights and Responsibilities of the Mentally Retarded, M. Bass, editor. | --- | Article |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 9-1 through slide 9-40 | Slide Series and Manual |
| Sexuality, Law and the Developmentally Disabled Person, S.F. Haanik, M.A. and Karl Menninger II, J.D. | chapter 5 | Book (Retarded parent and child neglect laws) |

LEVEL VI

## SOCIAL IDENTITY

### LEVEL VI, STEP 1

Identifies changes in family patterns (e.g., loss of parents, loss of spouse or children) and the need for adjustment to changes in family patterns.

| | | |
|---|---|---|
| Handy Home Medical Advisor and Concise Medical Encyclopedia, M. Fishbein, M.D. | p. 42-43 | Book |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 76 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | K-01-02 | Manual |

## SOCIAL IDENTITY

### LEVEL VI, STEP 2

Identifies emotional changes which might occur with age.

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | K-01-02<br>M-02-03 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | L-01-23 | Manual |

## SOCIAL IDENTITY

### LEVEL VI, STEP 3

Recognizes possible changes in lifestyle (e.g., retirement, unemployment, use of leisure time).*

| | | |
|---|---|---|
| Woman's Body - An Owner's Manual, Diagram Group. | K-01-02 | Manual |

* It is recommended that local agencies be contacted for further information. Some suggested agencies are: Social Security Office, City Parks and Recreation, Senior Citizens' Clubs.

# PHYSIOLOGICAL IDENTITY

LEVEL I

STEP 1 Identifies parts of body.
STEP 2 Identifies male body parts (e.g., penis, testes).
STEP 3 Identifies female body parts (e.g., breasts, vagina).
STEP 4 Identifies differences in own body from that of average person (e.g., spasticity, paralysis).

LEVEL II

STEP 1 Recognizes the functions of the digestive system (e.g., ingestion, digestion, elimination).
STEP 2 Recognizes the functions of body sensory system (e.g., smell, touch, sight, hearing, taste).
STEP 3 Recognizes the functions of the female genitalia (e.g., reproduction, menstruation).
STEP 4 Recognizes the functions of the male genitalia.

LEVEL III

STEP 1 Identifies and understands stages of human development (e.g., infancy, childhood, adolescence, adulthood, old age).
STEP 2 Recognizes that death occurs when the body ceases to function.
STEP 3 Recognizes that some people grow faster than others ard that some people reach puberty faster than others.
STEP 4 Recognizes and identifies gradual changes which occur in puberty (e.g., girls: menstruation, change in body shape, larger breasts; boys: change in voice, growth in penis, ejaculation, beard development; in both sexes: acne, underarm and pubic hair, body odor, capacity to reproduce).
STEP 5 Recognizes and understands the occurrence of nocturnal emissions, ejaculations, and erections.
STEP 6 Identifies and understands the functions of the male and female reproductive systems.
STEP 7 Identifies and understands the functions of the digestive system (e.g., appetite, production of saliva, digestion, function of esophagus, stomach, small intestine, indigestion, and gas, elimination--urination, defecation, perspiration, regurgitation--not necessarily in those terms).

LEVEL IV

STEP 1 Identifies the onset of sexual drive during puberty (e.g., curiosity about one's body, sexual urges, masturbation, emotional changes, curiosity about others' bodies).

STEP 2 Understands the mechanics of sexual intercourse (e.g., foreplay, erection, lubrication, entry, orgasm, ejaculation, fertilization).

STEP 3 Identifies and understands the process of conception as the union of egg and sperm during intercourse resulting in the development of a baby.

STEP 4 Understands that every instance of intercourse can possibly result in pregnancy.

LEVEL V

STEP 1 Identifies symptoms of pregnancy.

STEP 2 Identifies the stages of embryonic maturation.

STEP 3 Understands the birth process (e.g., stages of labor and delivery).

STEP 4 Identifies the reliability and possible side effects of various birth control methods (e.g., abstinence, the pill, IUD, diaphragm, the rhythm method, condoms, sterilization, abortion).

STEP 5 Identifies procedures for obtaining and utilizing various birth control methods.

STEP 6 Recognizes possible need for genetic counseling.

STEP 7 Identifies stages of child development.

LEVEL VI

STEP 1 Identifies physiological changes which occur with age.

STEP 2 Identifies changes which occur with menopause.

STEP 3 Identifies possible deterioration of bodily systems due to aging process and possible need to adapt life style.

LEVEL I

# PHYSIOLOGICAL IDENTITY

## LEVEL I, STEP 2

Identifies male body parts (e.g., penis, testes).

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown, M.S. | --- | Booklet (See "Anatomy") |
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 19-23 | Guide |
| All About Me: Boy's Book, K.S. Lawrence. | --- | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #4 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | | |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #5 | Guide, slides, cassettes and illustrations |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate 3 | Visual Aid (single line drawings) |
| "Male and Female Anatomy", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 31 | Manual |

LEVEL I, STEP 2
(Continued)

| | | |
|---|---|---|
| Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals, H.L. Fischer, M. Krajicek and W. Borthick. | --- | Assessment with straight line drawings |
| Sexuality and the Mentally Handicapped, W. Kempton. | Part 1 | Slide Series and Manual ("Parts of the Body") |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 159 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | N-05 | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL I, STEP 3

**Identifies female body parts (e.g., breasts, vagina).**

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown, M.S. | --- | Booklet (See "Anatomy") |
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 19-23 | Guide |
| All About Me: Girl's Book, K.S. Lawrence. | --- | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #5 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum Guide - includes teaching cards (See Biological Instruction Unit) |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #1 | Guide, slides, cassettes and illustrations |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate #1 and #2 | Visual Aid and script |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 27-30 | Manual (provides chart of body terms) |
| Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals, H.L. Fischer, M. Krajicek and W. Borthick. | --- | Guide (Assessment with straight line drawings) |

LEVEL I, STEP 3
(Continued)

| | | |
|---|---|---|
| Sexuality and the Mentally Handicapped, W. Kempton. | Part 1 | Slide Series and Manual ("Parts of the Body") |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 159 | Book |

## PHYSIOLOGICAL IDENTITY

### LEVEL I, STEP 4

Identifies differences in own body from that of average person (e.g., spasticity, paralysis).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 26 | Guide |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #47 | Guide |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate 6 | Visual Aid (single line drawings) |
| On Being the Parent of a Handicapped Youth, Sol Gordon. | --- | Guide |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 40-41 | Manual ("Growing Up") |
| "Sex Education for the Multiple Handicapped As It Applies to the Classroom Teacher", Training School Bulletin, Feb., 1971, D. Morlock and C. Tovar. | 6 pgs. | Article |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 4-4 through slide 4-6 | Slide Series and Manual |
| Understanding Differences, Edmark Associates. | --- | 1 Filmstrip, 1 Guide (See "How Can You Run When You Can't Even Walk?" - Part 4 of a 4-part series) |

LEVEL II

LEVEL I, STEP 4
(Continued)

| | | |
|---|---|---|
| Woman's Body - An Owner's Manual, Diagram Group. | A-24-27 | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL II, STEP 1

Recognizes the functions of the digestive system (e.g., ingestion, digestion, elimination).*

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 20-21 | Guide |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 451-492 | Guide |
| "Body Systems", About Your Sexuality, Deryck Calderwood. | Unit III | Guide and Training Packet |
| Man's Body - An Owner's Manual, Diagram Group. | G-13-14 | Manual |
| Toilet Training the Retarded - A Rapid Program for Day and Night Time Independent Toileting, Foxx and Azrin. | --- | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | L-01-03 | Manual |

*As in every other aspect of this curriculum, the concept is more important than the terminology. In this step, it is important that the student learn that food is taken into the body and exits the body as waste.

## PHYSIOLOGICAL IDENTITY

### LEVEL II, STEP 2

Recognizes the functions of body sensory system (e.g., smell, touch, sight, hearing, taste).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 20 | Guide (taste) |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 603-605 (taste,smell)<br>p. 553-559 (eyes)<br>p. 583-588 (ears)<br>p. 241-280 (touch) | Guide |
| "Body Systems", About Your Sexuality, Deryck Calderwood. | Unit III | Training Packet and Guide |

# PHYSIOLOGICAL IDENTITY

## LEVEL II, STEP 3

Recognizes the functions of the female genitalia (e.g., reproduction, menstruation).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 28-30 | Guide |
| All About Me: Girl's Book, K.S. Lawrence. | --- | Book |
| "Body Systems", About Your Sexuality, Deryck Calderwood. | Unit III | Guide and Training Packet |
| Facts Aren't Enough, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | p. 11-13 | Booklet |
| Fertility Regulation, Hallmark Films. | --- | Film |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #3 | Guide, slides, cassettes and illustrations |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate 2 | Visual Aid (single line drawings) |
| "Male and Female Anatomy", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Man's Body - An Owner's Manual, Diagram Group. | M-01-02 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 18-20 | Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL II, STEP 4

Recognizes the functions of the male genitalia.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 28-30 | Guide |
| All About Me: Boy's Book, K.S. Lawrence. | --- | Book |
| "Body Systems", About Your Sexuality, Deryck Calderwood. | Unit III | Guide and Training Packet |
| Facts Aren't Enough, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | p. 13-15 | Booklet |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #7 | Guide, slides, cassettes and illustrations |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate 4 | Visual Aid (single line drawings) |
| "Male and Female Sexuality", About Your Sexuality, Deryck Calderwood. | --- | Booklet (Guide) |
| Man's Body - An Owner's Manual, Diagram Group. | section J | Manual (male sexual organs) |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 20-22 | Manual |

LEVEL III

## PHYSIOLOGICAL IDENTITY

### LEVEL III, STEP 1

Identifies and understands stages of human development (e.g., infancy, childhood, adolescence, adulthood, old age).

| | | |
|---|---|---|
| A Child's Body, Diagram Group. | --- | Book |
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | --- | Book |
| Christian Child-Rearing and Personality Development, Paul D. Meier, M.D. | --- | Book |
| Facts Aren't Enough, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | p. 20-34 | Booklet |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #2, #6 | Guide, slides, cassettes and illustrations |
| Man's Body - An Owner's Manual, Diagram Group. | A-05-19 | Manual |
| Ourselves and Our Children. | --- | Book |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | Book 2 through 5 | Book (infancy - adolescence) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-2, 3-2 | Slide Series and Manual |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 163-171 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | --- | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL III, STEP 2

Recognizes that death occurs when the body ceases to function.

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | B-20-27 | Manual |
| On Death and Dying, Elisabeth Kubler-Ross, M.D. | --- | Book |

## PHYSIOLOGICAL IDENTITY

### LEVEL III, STEP 3

Recognizes that some people grow faster than others and that some people reach puberty faster than others.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 28-29 | Guide |
| All About Me: Boy's Book, K.S. Lawrence. | --- | Book |
| All About Me: Girl's Book, K.S. Lawrence. | --- | Book |
| As You Grow Up, Scripto Graphic Booklets. | --- | Booklet |
| Human Sexuality Portfolio-A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plate 1,3 | Visual Aid - Illustrations (single line drawings) |
| Man's Body - An Owner's Manual, Diagram Group. | A-05-20 | Manual |
| Puberty in the Girl Who is Retarded, National Association for Retarded Citizens. | --- | Pamphlet |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 16-17 | Manual (Assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-2, 3-2 | Slide Series and Manual |
| Threshold Series, Thomas Mintz, Ph.D. | chapter 1, 2-"green" | Book, cassette-filmstrip |

# PHYSIOLOGICAL IDENTITY

## LEVEL III, STEP 4

Recognizes and identifies gradual changes which occur in puberty (e.g., girls: menstruation, change in body shape, larger breasts; boys: change in voice, growth in penis, ejaculation, beard development; in both sexes: acne, underarm and pubic hair, body odor, capacity to reproduce).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 29-30 | Guide |
| As You Grow Up, Scripto Graphic Booklets. | --- | Booklet |
| "Boys and Sex", Wardell B. Pomeroy, from About Your Sexuality, Deryck Calderwood. | --- | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #14, #15 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (See Biological Instruction Unit) |
| "Girls and Sex", Wardell B. Pomeroy, from About Your Sexuality, Deryck Calderwood. | --- | Book |
| Human Sexuality Portfolio-A Portfolio for the Mentally Retarded, V. Livingston, K. Knapp. | plates 1, 3, 5, 6 | Visual Aid (Illustrations) |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 14-16 | Guide, pamphlet |

LEVEL III, STEP 4
(Continued)

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | A-18 | Manual |
| "The Men's Guide to Menstruation", from About Your Sexuality, Deryck Calderwood. | --- | Guide |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 350-361 | Book |
| Puberty in the Girl Who is Retarded, National Association for Retarded Citizens. | --- | Pamphlet |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 16-17 | Manual (Assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-1 through slide 3-44 | Slide Series and Manual |
| Understanding Adolescence, Scripto Graphic Booklets. | --- | Booklet |
| What's Happening to Me?, Peter Mayle. | --- | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | N-03<br>A-08-12 | Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL III, STEP 5

Recognizes and understands the occurrence of nocturnal emissions, ejaculations and erections.

| | | |
|---|---|---|
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | p. 49 | Paperback Book |
| Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D. | p. 67, 98-99 | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #12 | Guide |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #8 | Guide, slides, cassettes and illustrations |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 14 | Guide, pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | J-06 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 22 | Manual (Assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-19, 2-20 | Slide Series and Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL III, STEP 6

Identifies and understands the functions of the male and female reproductive systems.

| | | |
|---|---|---|
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | chapter 4 and 9 | Paperback Book |
| Facts Aren't Enough, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | p. 11-15 | Booklet |
| Fertility Regulation, Hallmark Films. | --- | Film |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 26-35 | Manual |
| "Reproductive Capacity of the Mentally Retarded", Louis J. Salerno, J.K. Park, M.D., M.J. Giannini, M.D., Journal of Reproductive Medicine, Vol. 14(3), March, 1975. | 7 pgs. | Article |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 19-22 | Manual (Assessment included) |
| Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals, H.L. Fischer, M.J. Krajicek and W.A. Borthick. | --- | Assessment with straight line drawings |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 5-1 through slide 5-42 | Slide Series and Manual |

LEVEL III, STEP 6
(Continued)

| | | |
|---|---|---|
| "Ten Heavy Facts About Sex", Sol Gordon. | --- | Comic Book |
| Woman's Body - An Owners' Manual, Diagram Group. | M-01-11 | Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL VII, STEP 7

Identifies and understands the functions of the digestive system (e.g., appetite, production of saliva, digestion, function of esophagus, stomach, small intestine, indigestion, and gas, elimination -- urination, defecation, perspiration, regurgitation -- not necessarily in those terms).*

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D | p. 451-492 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | G-13 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | I-13-14<br>L-01-03 | Manual |

* As in every other aspect of this curriculum, the concept is more important than the terminology.

LEVEL IV

## PHYSIOLOGICAL IDENTITY

### LEVEL IV, STEP 1

Identifies the concept of sexual drives during puberty (e.g., curiosity about one's body, sexual urges, masturbation, emotional changes, curiosity about others' bodies).

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown, M.S. | --- | Booklet (See "Masturbation") |
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 29 | Guide |
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | chapter 5 p. 59-80 | Paperback Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #13 | Guide |
| Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum, G.J. Blum and B. Blum. | --- | Curriculum (See physical disability relating to masturbation) |
| The Hite Report: A Nationwide Survey in Female Sexuality, Shere Hite. | p. 14-56 p. 335 | Book (masturbation and male sex ive) |
| "Honk! If You Masturbate", D.B. Brashear, Ph.D., SEICUS Report, Vol. 3, No. 2, Nov., 1974. | 3 pgs. | rticle |

LEVEL IV, STEP 1
(Continued)

| | | |
|---|---|---|
| Human Sexuality Learning Package, Thomas Blair, B.A. | #13, #14 | Guide, slides, cassettes, and illustrations |
| Human Sexuality Portfolio - A Portfolio for the Mentally Retarded, V. Livingston and K. Knapp. | plate 7 and 8 | Illustrations - single line drawings (male & female masturbation) |
| Love, Sex and Birth Control for Mentally Retarded, Planned Parenthood of S.E. Pennsylvania. | p. 29 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | A-18 | Manual |
| "Masturbation: A Teacher's Guide", About Your Sexuality, Deryck Calderwood. | --- | Guide |
| "Mental Retardation and Masturbation", Warren R. Johnson, Sexology, pp. 596-599. | 4 pgs. | Article |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 47-48 | Manual |
| Puberty in the Girl Who Is Retarded, National Association for Retarded Citizens. | --- | Pamphlet |
| "Sex and the Mentally Retarded", J.H. Meyerowitz, Medical Aspects of Human Sexuality, Nov., 1971, Vol. 5(11), pp. 94-118. | --- | Article |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 16-17 | Manual (Assessment included) |

LEVEL IV, STEP 1
(Continued)

| | | |
|---|---|---|
| Threshold Series, Dr. Thomas Mintz. | chapter 3 and 4 | Book |
| What's Happening to Me?, Peter Mayle. | --- | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | B-18-21 | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL IV, STEP 2

Understands the mechanics of sexual intercourse (e.g., foreplay, erection, lubrication, entry, orgasm, ejaculation, fertilization).

| | | |
|---|---|---|
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | p. 49-50, 59-80 | Book |
| Conception, Contraception, Perennial Education. | 14 min. | Film (explicit, excellent resource & aid) |
| The Hite Report: A Nationwide Survey in Female Sexuality, Shere Hite. | p. 139-202 | Book |
| Human Sexuality Learning Package, Thomas Blair, M.A. | #18, #19 | Guide, slides, cassettes and illustrations |
| Human Sexuality Portfolio-A Portfolio for the Mentally Retarded, V. Livingston and K. Knapp. | plate 9 | Visual Aid (single line drawings) |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood, S.E. Pennsylvania. | p. 9, 22-23 | Guide, pamphlet |
| "Lovemaking", About Your Sexuality, Deryck Calderwood. | --- | Booklet and Filmstrips (3 part) |
| Man's Body - An Owner's Manual, Diagram Group. | K-01-01 | Manual |
| Our Bodies, Ourselves-A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 44-47, 51-60 | Manual |

LEVEL IV, STEP 2
(Continued)

| | | |
|---|---|---|
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 23-24 | Manual (includes assessment) |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 160 | Book |
| Threshold Series, Dr. Thomas Mintz. | chapter 3 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | B-04-17 | Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL IV, STEP 3

Identifies and understands the process of conception as the union of egg and sperm during intercourse resulting in the development of a baby.

| | | |
|---|---|---|
| "Conception and Childbirth", About Your Sexuality, Deryck Calderwood. | --- | Filmstrip and booklet |
| Conception, Birth and Contraception: A Visual Presentation. | --- | Book |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality For Kids, "For Parents Only", William A. Block. | #19-21 | Guide |
| Fertility Regulation, Hallmark Films. | --- | Filmstrip |
| "Life Before Birth", Life Education Reprint Program. | --- | Book/Visual Aid |
| Man's Body - An Owner's Manual, Diagram Group. | A-01-03 | Manual (conception) |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 24 | Manual (assessment included) |
| The Story of Our New Baby. | --- | Film |
| Threshold Series, Dr. Thomas Mintz. | chapter 4 "blue" | Book, filmstrip, cassette |
| Where Do Babies Come From?, Sheffield. | --- | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | A-01 | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL IV, STEP 4

Understands that every instance of intercourse can possibly result in pregnancy.

| | | |
|---|---|---|
| "The How-Not-To Book", About Your Sexuality, Deryck Calderwood. | --- | Pamphlet |
| "Lovemaking", About Your Sexuality, Deryck Calderwood. | --- | Booklet and filmstrips |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood of S.E. Pennsylvania. | p. 22-23 | Guide, pamphlet |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 160 | Book |

LEVEL V

# PHYSIOLOGICAL IDENTITY

## LEVEL V, STEP 1

Identifies symptoms of pregnancy.

| | | |
|---|---|---|
| A Doctor Discusses Pregnancy, William G. Birch, M.D. | chapter 1 | Manual |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 358-359 | Guide |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality"-pregnancy) |
| "Conception and Childbirth", About Your Sexuality, Deryck Calderwood. | --- | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | M-10 | Manual |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 191, 230,231, 257 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 25 | Manual (assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 5-22 through slide 5-24 | Slide Series Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | D-13 | Manual |

# PHYSIOLOGICAL IDENTITY

## LEVEL V, STEP 2

Identifies the stages of embryonic maturation.

| | | |
|---|---|---|
| A Child is Born, Seymour Lawrence. | --- | Book |
| A Doctor Discusses Pregnancy, William G. Birch, M.D. | p. 21-24 | Manual |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 369-378 | Guide |
| "Conception and Childbirth", About Your Sexuality, Deryck Calderwood. | --- | Guide |
| Conception, Birth and Contraception: A Visual Presentation. | | |
| Facts Aren't Enough, Marion O. Lerrigo, Ph.D. and Helen Southard, M.A. | p. 15-17 | Booklet |
| "Life Before Birth", Life Education Reprint Program. | --- | Book/Visual Aid |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood of S.E. Pennsylvania. | p. 11-12 | Guide, pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | A-08-09 | Manual |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 256-266 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 25 | Manual (assessment included) |

LEVEL V, STEP 2
(Continued)

| | | |
|---|---|---|
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 5-25 through slide 5-30 | Slide Series and Manual |
| The Story of Our New Baby. | --- | Film |
| Threshold Series, Dr. Thomas Mintz. | chapter 5 "blue" | Book, filmstrip, cassette |
| Woman's Body - An Owner's Manual, Diagram Group. | D-01-14 | Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL V, STEP 3

Understands the birth process (e.g., stages of labor and delivery).

| | | |
|---|---|---|
| A Child is Born, Seymour Lawrence. | --- | Book |
| A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown, M.S. | 20 pgs. | Booklet (See "Conception, Pregnancy and Birth") |
| Childbirth (A Guide to Hospital Maternity Services), Scripto Graphic Booklets. | --- | Booklet |
| "Conception and Childbirth", About Your Sexuality, Deryck Calderwood. | --- | Guide |
| Conception, Birth and Contraception: A Visual Presentation. | | |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | p. 22-24 | Guide |
| Facts About Sex - A Basic Guide, Sol Gordon. | --- | Paperback Book |
| Gabriel's Very First Birthday, Sherrie Farrell. | --- | Paperback Book (child's storybook text with explicit photographs of the labor and delivery) |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood of S.E. Pennsylvania. | p. 13 | Guide, pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | M-15 | Manual |

LEVEL V, STEP 3
(Continued)

| | | |
|---|---|---|
| Our Bodies, Ourselves- A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 270-308 | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 25-26 | Manual (assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 5-32 through slide 5-42 | Slide Series and Manual |
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 161-162 | Book |
| The Story of Our New Baby. | --- | Film |
| "The Way We Get Babies: A Tactual Sex Education Program", P.E. Tait and C. Kessler, New Outlook for the Blind, Vol. 70 (3), pp. 116-120, March, 1976. | 4 pgs. | Article (provides a transcript and instructions for completing/making tactual materials) |

# PHYSIOLOGICAL IDENTITY

## LEVEL V, STEP 4

Identifies the reliability and possible side effects of various birth control methods (e.g., abstinence, the pill, IUD, diaphragm, the rhythm method, condoms, sterilization, abortion).

| | | |
|---|---|---|
| A Doctor Discusses Pregnancy, William G. Birch, M.D. | --- | Manual |
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | p. 186-194 | Book |
| Birth Control Handbook. | --- | Pamphlet |
| Birth Control Today, Leon F. Whitney. | --- | Book |
| Choosing a Contraceptive, Student Health Service, Univ. of N.C. | 6 pgs. | Article |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - abortion) |
| Conception, Contraception, Perennial Education. | 14 min. | Film (excellent source of information and visual aid) |
| Contraception, Scripto Graphic Booklets. | --- | Booklet |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | p. 25-27 | Guide |
| "Effectiveness of Contraceptive Methods", Contraceptive Technology, 1974-75, Emory University Family Planning Program. | 3 pgs. | Article |

LEVEL V, STEP 4
(Continued)

| | | |
|---|---|---|
| Eugenic Sterilization: A Considered Intervention, J. Robitscher. | --- | Book |
| Fertility Regulation, Hallmark Films. | 18 min. | Film (16 min.) |
| "Involuntary Sterilization: Recent Developments", S.J. Vitello, Mental Retardation, Vol. 16(6), Dec., 1978, pp. 405-409. | 4 pgs. | Article |
| The Joy of Sex, Alex Comfort, M.B., Ph.D. | p. 250-251 | Book (vasectomy) |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood of S.E. Pennsylvania. | p. 26-33 | Guide, pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | K-10 - K-22 | Manual (contraception) |
| Manual of Family and Contraceptive Practice. | --- | Book |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | chapter 10 (p. 181-215) chapter 11 (p. 216-247) | Manual |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 28-30 | Manual (assessment included) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 6-1 through slide 6-48 | Slide Series and Manual |
| "Sexuality, Contraception and the Mentally Retarded", B. Fujita, N. Wagner, R. Pijon, Postgraduate Medicine, May, 1970. | 5 pgs. | Article (See "Contraception") |

LEVEL V, STEP 4
(Continued)

| | | |
|---|---|---|
| "Surgical Contraception: A Key to Normalization and Prevention", M.S. Bass, Mental Retardation, Vol. 16(6), pp. 399-404, Dec., 1978. | 5 pgs. | Article |
| Threshold Series, Dr. Thomas Mintz. | chapter 6 | Book |
| "Voluntary Sterilization", Association for Voluntary Sterilization. | --- | Assorted pamphlets |

## PHYSIOLOGICAL IDENTITY

### LEVEL V, STEP 5

Identifies procedures for obtaining and utilizing various birth control methods.

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown. | --- | Booklet (See "Contraception") |
| "Birth Control", About Your Sexuality, Deryck Calderwood. | --- | Booklet |
| Birth Control Handbook. | --- | Pamphlet |
| Choosing a Contraceptive, Student Health Service, University of N.C. | 6 pgs. | Article |
| Fertility Regulation, Hallmark Films. | 18 min. | Film - 16 mm (places emphasis on a physical exam prior to selection of a method of birth control) |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 181-215, p. 216-247 (abortion) | Manual |
| "Protect Yourself: Unwanted Parent", Sol Gordon. | --- | Comic Book |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 6-1 through slide 6-48 | Slide Series and Manual |
| Sexuality, Law, and the Developmentally Disabled Person, S.F. Haanik, K.A. Menninger II, J.D. | --- | Book (See Birth Control Services, p. 169-170) |
| "Voluntary Sterilization", Association for Voluntary Sterilization, Inc. | | |

## PHYSIOLOGICAL IDENTITY

### LEVEL V, STEP 6

Recognizes possible need for genetic counseling.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 803-810 | Guide |
| The Biological Time Bomb, G.R. Taylor. | --- | Paperback Book |
| Genetic Counseling, The National Foundation-March of Dimes. | 22 pgs. | Booklet (gives good advice on who might need it and where it can be obtained) |
| Inheritance and Mental Retardation, National Association of Retarded Citizens. | --- | Pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | J-18 | Manual |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | chapter 16 | Manual (exceptions to the normal child-bearing experience) |
| Sex Education for Disabled Persons, I.R. Dickman. | --- | Pamphlet (See "Genetic Counseling") |
| Sexuality and the Mentally Handicapped W. Kempton. | slide 8-24 | Slide Series and Manual |

## PHYSIOLOGICAL IDENTITY

### LEVEL V, STEP 7

Identifies stages of child development.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 389-392 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | A-05 through A-17 | Manual |
| Parents' Magazine Self-Guidance Program to Successful Parenthood, M.B. Hoover. | p. 86-91 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | A-05-07 | Manual |

LEVEL VI

# PHYSIOLOGICAL IDENTITY

## LEVEL VI, STEP 1

Identifies physiological changes which occur with age.

| | | |
|---|---|---|
| Handy Home Medical Advisor and Concise Medical Encyclopedia, Morris Fishbein, M.D. | p. 42-43 | Book |
| Hite Report: A Nationwide Survey in Female Sexuality, Shere Hite. | p. 369-383 | Book (older women) |
| Man's Body - An Owner's Manual, Diagram Group. | Section L | Manual (aging) |
| Physical Health (Later Years), Scripto Graphic Booklets. | --- | Booklet |
| Woman's Body - An Owner's Manual, Diagram Group. | Section M | Manual (aging) |

## PHYSIOLOGICAL IDENTITY.

### LEVEL VI, STEP 2

Identifies changes which occur with menopause.

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | M-08 - M-21 | Manual |
| Menopause, Scripto Graphic Booklets. | --- | Booklet |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 327-336 | Paperback Book |
| Woman's Body - An Owner's Manual, Diagram Group. | Section F | Manual (menopause) |

## PHYSIOLOGICAL IDENTITY

### LEVEL VI, STEP 3

Identifies possible deterioration of bodily systems due to aging process and possible need to adapt life style.

| | | |
|---|---|---|
| Handy Home Medical Advisor and Concise Medical Encyclopedia, Morris Fishbein, M.D. | p. 42-43 | Book |
| Man's Body - An Owner's Manual, Diagram Group. | Section L | Manual (aging) |
| Woman's Body - An Owner's Manual, Diagram Group. | Section M | Manual (aging) |

# HEALTH & HYGIENE

LEVEL I

STEP 1 Identifies/performs proper procedures for care of one's skin (e.g., bathes, washes face and hands).
STEP 2 Identifies and performs proper procedures for oral hygiene (e.g., toothbrushing, flossing).
STEP 3 Identifies and performs proper procedures following elimination of bodily wastes.
STEP 4 Identifies and performs simple care of the hair.
STEP 5 Recognizes the need to maintain bodily cleanliness.
STEP 6 Recognizes the need to change dirty clothing.

LEVEL II

STEP 1 Recognizes the possible need for medical attention with onset of injury or physical discomfort.
STEP 2 Recognizes the importance of daily bathing and performs proper procedures to maintain personal cleanliness.

LEVEL III

STEP 1 Recognizes the importance of regular hair care and properly performs procedures to maintain hair cleanliness.
STEP 2 Recognizes the importance of daily underarm, facial and genital cleanliness and properly performs procedures.
STEP 3 Recognizes the onset of body odor and applies deodorant regularly.
STEP 4 Recognizes the aspects of menstruation (e.g., possible cramps, procedures for changing napkins/tampons).
STEP 5 Recognizes possible need for acne medication and uses such medication properly if appropriate.
STEP 6 Recognizes possible need for use of cosmetics and uses cosmetics appropriately.
STEP 7 Recognizes need to shave facial or other body hair and properly performs such procedures.
STEP 8 Identifies alcohol and all other drugs as being potentially dangerous substances.

LEVEL IV

STEP 1 Identifies appropriate treatment for minor symptoms which do not need medical attention (e.g., menstrual cramps, headache, colds, nosebleeds, skinned knee) and can treat according to proper method.
STEP 2 Recognizes the need for immediate medical attention by a physician (e.g., temperature, infections, toothaches, serious injury).
STEP 3 Identifies the causes, symptoms, and methods of prevention of venereal disease and recognizes the need for immediate medical attention by a physician.

STEP 4 Identifies and understands the harmful effects of alcohol, illegal drugs, and tobacco on the body.

STEP 5 Recognizes the need for annual breast and gynecological examination.

STEP 6 Recognizes the need for annual dental examination.

STEP 7 Recognizes the need for good nutrition, adequate exercise and adequate sleep.

LEVEL V

STEP 1 Identifies and performs the proper procedures involved in child care.

STEP 2 Identifies and performs proper procedures involved in basic first aid (e.g., pressure to stop bleeding).

STEP 3 Recognizes the importance of good nutrition during pregnancy.

STEP 4 Recognizes the need for regular medical care during pregnancy.

LEVEL VI

STEP 1 Recognizes the increased need to maintain proper nutrition and adequate exercise during later years.

STEP 2 Recognizes the increased need for regular medical attention with aging.

# HEALTH
# &
# HYGIENE

LEVEL I

## HEALTH & HYGIENE

### LEVEL I, STEP 2

Identifies and performs proper procedures for oral hygiene (e.g., toothbrushing, flossing).

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 23 | Guide |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 521-550 | Guide |
| Building a Home (Pre-Operational Training for Cluster Residence Personnel), Staff Development Training Institute - Miami. | Yellow section | Manual - excellent resource for steps involved in brushing & flossing |
| Care of the Teeth, Edmark Associates. | --- | 1 Filmstrip<br>1 Cassette<br>1 Manual |
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 44-45 | Guide (See "Health and Hygiene") |
| Man's Body - An Owner's Manual, Diagram Group. | D-49 | Manual |
| Our Bodies, Ourselves- A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 107 | Manual |
| Project MORE: Personal Care Series, J.R. Lent.<br>"Brushing Your Teeth" | --- | Guide (see individual sections within guide) |
| Understanding Your Body, Frederic C. Appel. | p. 121-123 | Book |

LEVEL I, STEP 2
(Continued)

| | | |
|---|---|---|
| Woman's Body - An Owner's Manual, Diagram Group. | G-87 | Manual |

## HEALTH & HYGIENE

### LEVEL I, STEP 3

Identifies and performs proper procedures following elimination of bodily wastes.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 22-23 | Guide |
| Project MORE: Personal Care Series, J.R. Lent. "Blowing Your Nose" | --- | Guide (See individual sections within guide) |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 1-15, 1-33 | Slide Series and Manual |
| Toilet Training, Baker and Brightman. | --- | Manual (in its entirety) |
| Toilet Training the Retarded - A Rapid Program for Day and Night Time Independent Toileting, Foxx and Azrin. | --- | Paperback Book and program forms |

## HEALTH & HYGIENE

### LEVEL I, STEP 4

Identifies and performs simple care of the hair.

| | | |
|---|---|---|
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 42 | Guide (See "Health & Hygiene") |
| Man's Body - An Owner's Manual, Diagram Group. | D-33 | Manual |
| Project MORE: Personal Care Series, J.R. Lent. "Washing Your Hair" | --- | Guide (see individual sections within guide) |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D. "Guidebook for Girls" | p. 14-15 | Manual (girls) Filmstrip ("Care of Hair") |
| Woman's Body - An Owner's Manual, Diagram Group. | G-25-42 | Manual |

## HEALTH & HYGIENE

### LEVEL I, STEP 5

Recognizes the need to maintain bodily cleanliness.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 177-188 | Guide |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-4, 2-5,3-5, 3-6 | Slide Series and Manual |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Girls"<br>"Guidebook for Boys" | p. 10-13<br>p. 10-13 | Manual (Girls)<br>Manual (Boys)<br>Filmstrip:<br>"Bath" (girls)<br>"Shower" (boys) |

## HEALTH & HYGIENE

### LEVEL I, STEP 6

Recognizes the need to change dirty clothing.

| | | |
|---|---|---|
| A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the U.S. and American Assn. for Health, Physical Education and Recreation. | p. 23 | Guide |
| Project E.A.R.N., 1975. | --- | Curriculum (includes undressing, dressing, closures, buttoning) - individual programs, data sheets and graphics. |

LEVEL II

## HEALTH & HYGIENE

### LEVEL II, STEP 1

Recognizes the possible need for medical attention with the onset of injury or physical discomfort.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 721-780 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (see "Health - physical exams") |
| Project MORE: Taking Care of Simple Injuries, J.R. Lent. | --- | Manual with filmstrips and audiocassette (see "Getting Medical Help") |

# HEALTH & HYGIENE

## LEVEL II, STEP 2

Recognizes the importance of daily bathing and performs proper procedures to maintain personal cleanliness.

| | | |
|---|---|---|
| Advanced Self-Help Skills, B. Baker, A. Brightman, L. Heifetz, D. Murphy. | p. 52-54 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (see "Personal Hygiene") |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #10,#11 | Guide, slides, cassettes and illustrations |
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 42 | Guide (See "Health and Hygiene" - good description for care of the genital area; also includes practical aspects of nail care) |
| Sex Education and the Mentally Retarded: A Community Approach, Roger Blue. | p. 31 | Manual |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Girls"<br>"Guidebook for Boys" | p. 10-13<br>p. 10-13 | Manual (girls)<br>Manual (boys)<br>Filmstrip:<br>"Shower" (boys)<br>"Bath" (girls) |
| Toward Independent Living, Baker, Brightman and Henshaw. | Part 1 | Manual |

LEVEL III

## HEALTH & HYGIENE

### LEVEL III, STEP 1

Recognizes the importance of regular hair care and properly performs procedures to maintain hair cleanliness.

| | | |
|---|---|---|
| Advanced Self-Help Skills, B. Baker, A. Brightman, L. Heifetz, D. Murphy | p. 54-56 | Guide |
| Building a Home (Pre-Operational Training for Cluster Residence Personnel), Staff Development Training Institute - Miami. | Brown section | Manual (although aimed at staff training, provides a performance checklist to assist in proper sequencing) |
| Man's Body - An Owner's Manual, Diagram Group. | D-33 | Manual |
| Project MORE: Personal Care Series, J.R. Lent.<br>"Washing Your Hair"<br>"Rolling Your Hair" | --- | Guide |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Boys"<br>"Guidebook for Girls" | p. 12-14<br>p. 14-18 | Manual (boys)<br>Manual (girls)<br>Filmstrips:<br>"Care of Hair" (girls)<br>"Taking a Shower and Washing Your Hair" (boys) |
| Toward Independent Living, Baker, Brightman and Henshaw. | Part 1 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | G-25-42 | Manual |

## HEALTH & HYGIENE

### LEVEL III, STEP 3

Recognizes the onset of body odor and applies deodorant regularly.

| | | |
|---|---|---|
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, the Harry A. Waisman Center on Mental Retardation and Human Development. | p. 41 | Guide - (See "Health and Hygiene") |
| Man's Body - An Owner's Manual, Diagram Group. | D-22 | Manual (body odor) |
| Project MORE: Personal Care Series, J.R. Lent. "Using Deodorant" | --- | Guide |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 2-6, 3-7 | Slide Series and Manual |
| Understanding Your Body, Frederic Appel. | p. 125 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | G-05 | Manual (body odor) |

## HEALTH & HYGIENE

### LEVEL III, STEP 4

Recognizes the aspects of menstruation (e.g., possible cramps, procedures for changing napkins/tampons).

| | | |
|---|---|---|
| Building a Home (Pre-Operational Training for Cluster Residence Personnel), Staff Development Training Institute, Miami. | Orange section (feminine hygiene) | Manual (although aimed at staff training, provides proper sequence for this area) |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | #14 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zelman and K. Tyser. | --- | Curriculum (packet of materials, instruction guide) |
| Human Sexuality Learning Package, Thomas Blair, B.A. | #4 | Guide, slides, cassettes and illustrations |
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 43 | Guide (good, simple explanation of menstruation and proper procedures for hygiene) |
| Our Bodies, Ourselves-A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 32-37 | Manual |
| Project MORE: Personal Care Series, J.R. Lent. "Using Sanitary Napkins" | --- | Guide |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 3-10 through slide 3-39 | Slide Series and Manual |

LEVEL III, STEP 4
(Continued)

| | | |
|---|---|---|
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D. "Guidebook for Girls" | p. 19-23 | Manual<br>Filmstrip - "Menstruation" |

## HEALTH & HYGIENE

### LEVEL III, STEP 5

Recognizes possible need for acne medication and uses such medication properly if appropriate.

| | | |
|---|---|---|
| Man's Body - An Owner's Manual, Diagram Group. | D-41 | Manual |
| The Problem - Acne, Edmark Associates. | --- | 1 Filmstrip (color)<br>1 Cassette<br>1 Manual |
| Project MORE: Personal Care Series, J.R. Lent.<br>"Taking Care of Your Complexion" | --- | Guide (using a corrective blemish cream) |
| Woman's Body - An Owner's Manual, Diagram Group. | G-8-15 | Manual |

## HEALTH & HYGIENE

### LEVEL III, STEP 6

Recognizes possible need for use of cosmetics and uses cosmetics appropriately.

| | | |
|---|---|---|
| Project MORE: Personal Care Series, J.R. Lent. "Taking Care of Your Complexion" | --- | Guide (using a moisturizer) |
| Woman's Body - An Owner's Manual, Diagram Group. | G-19-24 | Manual |

## HEALTH & HYGIENE

### LEVEL III, STEP 7

Recognizes need to shave facial or other body hair and properly performs such procedures.

| | | |
|---|---|---|
| Project MORE: Personal Care Series, J.R. Lent.<br>"Shaving Your Legs and Underarms"<br>"Shaving Your Face" | --- | Guide |
| Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, Mary M. Thompson, Ph.D.<br>"Guidebook for Boys" | p. 14-17 | Manual (boys)<br>Filmstrip: "Shaving" |
| Woman's Body - An Owner's Manual, Diagram Group. | G-41 | Manual (hair removal) |

## HEALTH & HYGIENE

### LEVEL III, STEP 8

Identifies alcohol and all other drugs as being potentially dangerous substances.

| | | |
|---|---|---|
| Alternatives to Alcohol Abuse: A Social Learning Model, P.M. Miller, Ph.D. and M. Mastrin, Ph.D. | 200 pgs. | Book (provides factual information for trainers dealing with client problems relating to alcohol) |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 818-819 | Guide |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Drug Use Orientation" - alcohol, smoking, drugs) |
| The Drug Alternative, Mitchell Winn. | p. 12-15 | Booklet |
| "Drug Doubt", Sol Gordon. | --- | Comic Book |
| The Gemini House Manual: A Comprehensive Primer on Drug and Life Information, Gemini House Collective Research. | --- | Book |
| Learning About Alcohol, Samuel A. Miles. | p. 79-111 | Book |
| Man's Body - An Owner's Manual, Diagram Group. | Section H (drugs) | Manual |
| Resource Book for Drug Abuse Education, Marvin R. Levy. | --- | Book |

LEVEL IV

## HEALTH & HYGIENE

### LEVEL IV, STEP 1

Identifies appropriate treatment for minor symptoms which do not need medical attention (e.g., menstrual cramps, headache, colds, nosebleeds, skinned knee) and can treat according to proper method.

| | | |
|---|---|---|
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 2-5, 37 | Guide (covers colds, constipation, diarrhea, fevers, athlete's foot, cuts) - See "Health and Hygiene" |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 35-37 | Manual (menstrual cramps) |
| Project MORE: Taking Care of Simple Injuries, J.R. Lent. | --- | Manual (Guide) |
| "Using Cream Antiseptic" | | Filmstrip and audiocassette |
| "Using Bandages" | | Filmstrip and audiocassette |
| "Treating Bites & Stings | | List of steps/ procedures |
| "Treating Minor Burns" | | 21 Stimulus Cards |
| "Treating Bruises & Nosebleeds" | | List of steps/ procedures |
| "Keeping Up with Simple Injuries" | | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | G-10,11, 12,17,18, 71 | Manual |

## HEALTH & HYGIENE

### LEVEL IV, STEP 2

Recognizes the need for immediate medical attention by a physician (e.g., temperature, infections, toothaches, serious injury).

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | --- | Guide |
| Our Bodies, Ourselves- A Book By and For Women, The Boston Women's Health Book Collective, Inc. | --- | Manual |
| Things Your Mother Never Told You, Richard E. Sand. | --- | Paperback Book |
| Woman's Body - An Owner's Manual, Diagram Group. | --- | Book |

## HEALTH & HYGIENE

### LEVEL IV, STEP 3

Identifies the causes, symptoms, and methods of prevention of venereal disease and recognizes the need for immediate attention by a physician.

| | | |
|---|---|---|
| A Guide for Teaching Human Sexuality to the Mentally Handicapped, P. Cooksey, R.N. and P. Brown, M.S. | --- | Booklet (See Venereal Disease) |
| Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox and others. | 986 pgs. | Curriculum (See "Sexuality" - hygiene, venereal disease) |
| Dr. Block's Do-It-Yourself Illustrated Human Sexuality for Kids, "For Parents Only", William A. Block. | p. 28-30 | Guide |
| Essential Adult Sex Education for the Mentally Retarded (EASE), D. Zilman and K. Tyser. | --- | Curriculum (See "Health") |
| The Joy of Sex, Alex Comfort, M.B., Ph.D. | p. 251-252 | Book |
| Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Planned Parenthood of S.E. Pennsylvania. | p. 24-25 | Guide, pamphlet |
| Man's Body - An Owner's Manual, Diagram Group. | C-46-54 | Manual |
| "Sex and the Mentally Retarded", J.H. Meyerowitz, Medical Aspects of Human Sexuality, Nov., 1971, Vol. 5(11), pp. 94-118. | --- | Article |
| Sex Education for the Mentally Retarded: A Community Approach, Roger Blue. | p. 31-32 | Manual (assessment included) |

LEVEL IV, STEP 3
(Continued)

| | | |
|---|---|---|
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 7-1 through slide 7-37 | Slide Series and Manual |
| Sexually Transmitted Diseases, Scripto Graphic Booklets. | --- | Booklet |
| Syphilis and Gonorrhea, Scripto Graphic Booklets. | --- | Booklet |
| V.D., Scripto Graphic Booklets. | --- | Booklet |
| "VD-Claptrap", Sol Gordon. | --- | Comic Book |
| VD Handbook. | --- | Pamphlet |
| "Venereal Disease Brought Home", Dr. L.H. Glass, Today's VD Control Problem, 1973, American Social Health Assn. | 3 pgs. | Article |
| What Everyone Should Know About VD, Scripto Graphic Booklets. | --- | Booklet |

## HEALTH & HYGIENE

### LEVEL IV, STEP 4

Identifies and understands the harmful effects of alcohol, illegal drugs, and tobacco on the body.

| | | |
|---|---|---|
| The Act of Marriage, The Beauty of Sexual Love, Tim and Beverly LaHaye. | p. 168-169 | Book (relationship between drugs and alcohol to impotency) |
| Dear Doctor Hip Pocrates, Eugene Schoenfeld. | --- | Book (See chapter on drugs) |
| The Drug Alternative, Mitchell Winn. | --- | Paperback Book |
| "Drug Doubt", Sol Gordon. | --- | Comic Book |
| Learning About Alcohol, Samual A. Miles. | --- | Paperback Book |
| Man's Body - An Owner's Manual, Diagram Group. | Section H | Manual (drugs) |
| Resource Book for Drug Abuse Education, Marvin R. Levy. | p. 25-58 | Book |
| To Smoke or Not, Scripto Graphic Booklets. | --- | Booklet |
| Woman's Body - An Owner's Manual, Diagram Group. | K-02,05, 07 through 14 | Manual |

## HEALTH & HYGIENE

### LEVEL IV, STEP 5

Recognizes the need for annual breast and gynecological examination.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 428-450 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | M-21 through M-25 | Manual |
| Our Bodies, Ourselves- A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 126-130 | Manual |
| "Sex and the Mentally Retarded", J.H. Meyerowitz, Medical Aspects of Human Sexuality, Nov., 1971, Vol. 5(11), pp. 94-118. | 25 pgs. | Article |
| Understanding Your Body, Frederic C. Appel. | p. 118-119 | Book (also gives pictoral direction for self-examination) |
| It's Not So Bad--Your Pelvic and Breast Exam, Planned Parenthood of San Mateo. | --- | Film (provides an explicit demonstration of the breast, abdominal, pelvic and bi-manual exam |

## HEALTH & HYGIENE

### LEVEL IV, STEP 6

Recognizes the need for annual dental examination.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 521-550 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | D-40 through D-48 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | G-78 through G-86 | Manual |

## HEALTH & HYGIENE

### LEVEL IV, STEP 7

Recognizes the need for good nutrition, adequate exercise and adequate sleep.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 493-520 | Guide |
| Diet and Your Heart, Scripto Graphic Booklets. | --- | Booklet |
| Living in a Family Environment (A Training Program for Group Home Parents): The Life Project, The Harry A. Waisman Center on Mental Retardation and Human Development. | p. 34 | Guide (See "Health and Hygiene") |
| Jogging, Scripto Graphic Booklets. | --- | Booklet |
| Man's Body - An Owner's Manual, Diagram Group. | G-17-24 | Manual |
| Nutrition, Scripto Graphic Booklets. | --- | Booklet |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 101-118 | Manual |
| Physical Activities for the Mentally Retarded, American Assn. for Health, Physical Education, Recreation and Dance. | --- | Paperback Book |
| Physical Fitness and Your Heart, Scripto Graphic Booklet. | --- | Booklet |
| Understanding Your Body, Frederic C. Appel. | p. 94-111 | Book |
| Woman's Body - An Owner's Manual, Diagram Group. | J-08-09 | Manual |

LEVEL V

## HEALTH & HYGIENE

### LEVEL V, STEP 1

Identifies and performs the proper procedures involved in child care.

| | | |
|---|---|---|
| Baby's First Year, Scripto Graphic Booklets. | --- | Booklet |
| Better Homes and Gardens Baby Book, Bantam Books. | --- | Paperback Book |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 389-426 | Guide |
| Child Safety, Scripto Graphic Booklets. | --- | Booklet |
| Christian Child-Rearing and Personality Development, Paul D. Meier. | p. 1-45, 101-137 | Book |
| Happiness Is..., Dept. of Health and Rehabilitative Services, Retardation Program Office, Dist. IV. | p. 20-35 | Manual |
| Our Bodies, Ourselves--A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 311-312 | Manual |
| Parents' Magazine's New Baby Care Book, Parents' Institute, a Division of Parents' Magazine Enterprises. | --- | Paperback Book |
| Parents' Magazine's Self-Guidance Program to Successful Parenthood, M.B. Hoover | --- | Book |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 9-6 through 9-17 | Slide Series and Manual |
| Shots for Tots, Scripto Graphic Booklets. | --- | Booklet |

LEVEL V, STEP 1
(Continued)

| | | |
|---|---|---|
| Show Me, Dr. Helga Fleischhauer-Hardt. | p. 148-151 | Book |

## HEALTH & HYGIENE

### LEVEL V, STEP 2

Identifies and performs proper procedures involved in basic first aid (e.g., pressure to stop bleeding).

| | | |
|---|---|---|
| Better Homes and Gardens Baby Book, Bantam Books. | chapter 21 | Paperback Book |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | chapter 28<br>p. 821-865 | Guide |
| "First Aid" - Training Project, Staff Development Training Institute, Miami, Florida. | --- | Training Packet (provides simple techniques for scrapes, bites, stings, bleeding, choking, contusions, burns, poisons and sunburn) |
| Parents' Magazine's New Baby Care Book, Parents' Institute, a Division of Parents' Magazine Enterprises. | p. 225-233 | Paperback Book |
| Project MORE: Taking Care of Simple Injuries, J.R. Lent. | --- | Training Packet including filmstrip, cassette, manual, booklets and handouts (approx. $87) |

## HEALTH & HYGIENE

### LEVEL V, STEP 3

Recognizes the importance of good nutrition during pregnancy.

| | | |
|---|---|---|
| A Doctor Discusses Pregnancy, William G. Birch, M.D. | chapter 5 | Manual |
| Better Homes and Gardens Baby Book, Bantam Books. | p. 27-34 | Paperback Book |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 515-517 | Guide |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 252-254 | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | D-54-56<br>D-57-64<br>D-15-16 | Manual |

## HEALTH & HYGIENE

### LEVEL V, STEP 4

Recognizes the need for regular medical care during pregnancy.

| | | |
|---|---|---|
| A Doctor Discusses Pregnancy, William G. Birch, M.D. | p. 7-8 | Manual |
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 359-368 | Guide |
| Our Bodies, Ourselves - A Book By and For Women, The Boston Women's Health Book Collective, Inc. | p. 248-252 | Manual |
| Sexuality and the Mentally Handicapped, W. Kempton. | slide 5-26 | Slide Series and Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | D-54-56, D-57-64 D-15-16 | Manual |

LEVEL VI

## HEALTH & HYGIENE

### LEVEL VI, STEP 1

Recognizes the increased need to maintain proper nutrition and adequate exercise during later years.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 493-520 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | L-20 | Manual |
| Physical Health (Later Years), Scripto Graphic Booklets. | --- | Booklet |
| Woman's Body - An Owner's Manual, Diagram Group. | J-08-09 Section M | Manual |

## HEALTH & HYGIENE

### LEVEL VI, STEP 2

Recognizes the increased need for regular medical attention with aging.

| | | |
|---|---|---|
| Better Homes and Gardens Family Medical Guide, Donald G. Cooley, M.D. | p. 793-802 | Guide |
| Man's Body - An Owner's Manual, Diagram Group. | Section M | Manual |
| Woman's Body - An Owner's Manual, Diagram Group. | Section L | Manual |

## SPECIAL INFORMATION

I. Approaching the Community
II. Blind/Visually Impaired
III. Deaf/Hearing Impaired
IV. Institutionalized Persons
V. Parents
VI. Spinal Cord Injuries and Physical Handicaps
VII. Training Techniques
VIII. Miscellaneous:
Illness
Pornography
Religious Aspects

## I. Approaching the Community:

Sex Education and the Mentally Retarded: A Community Approach, Roger Blue, Georgia Association for Retarded Citizens (pp. 2-3).

The How and What of Sex Education for Educable Persons, Hallmark Films (Film, 20 min., 16 mm., color, sound).

"Think of Me as a Person", Rita Drangis, U.S. Catholic, January 1971 (1 page poem).

"Will the Real Advocate for the Retarded Please Stand Up?", Lotte Moise, Child Welfare, Vol. 54, #1, January 1975 (4 page article).

## II. Blind/Visually Impaired:

"A Sex Education for Congenitally Blind Adults in a Rehabilitation Center Setting", S.S. Vogel, M.J. Muxen, New Outlook for the Blind, (Journal), Vol. 70, pp. 104-108, 1976.

Sex Education and Family Life for Visually Handicapped Children and Youth: A Resource Guide, Sex Information and Education Council of the United States, 1975 ($4.00).

"The Planning and Implementation of a Sex Education Program for Visually Handicapped Children in a Residential Setting", Ruth V. Holmes, New Outlook for the Blind (Journal), Vol. 68, #5, pp. 219-225, May 1974. (Outlines the results of seven years of experience in this type of program. Emphasis is on careful planning.)

"The Way We Get Babies: A Tactual Sex Education Program", P.E. Tait & C. Kessler, New Outlook for the Blind (Journal), Vol. 70, #3, pp. 116-120, March 1976. (An audio/tactual program for visually handicapped children, which includes the process of intercourse and childbirth. The tape, transcripts and instructions for making the tactual materials are included.

Understanding the Other Sex, from the SRA Guidance (Braille) (Large Type 100 pages) Series, Lester A. Kirkendall, et al, American Printing House for the Blind, Inc., 1978 ($7.50, 90 pages in Braille) (Examines boy/girl relationships and suggests ways to build understanding.

## III. Deaf/Hearing Impaired:

"Deafness, Implications for Sexuality", Max Fitz-Gerald & Della Fitz-Gerald. A paper presented at the annual international convention of the Council for Exceptional Children (56th, Kansas City, Mo., May 2-5, 1978, session W-23). (Available from ERIC Document Reproduction Service. 18 pages. Provides assistance in establishing a structured class for this population.

"Out of the Locker Room and Into the Classroom: Innovative Approaches to the Use of Media and Strategies in Sex Education for the Deaf", Michael Kessler, American Annals of the Deaf, Vol. 125, pp. 822-825, September 1980. (Geared toward a presentation for college level deaf students; however, methodology and content are significant.)

## IV. Institutionalized Persons:

Guidelines for Training in Sexuality for the Mentally Handicapped, W. Kempton & R. Foreman, Planned Parenthood Association of Southeastern Pennsylvania, 1976. See Training Session #7: "Special Considerations Relating to the Institutionalized Person".

Sex Education for the Mentally Retarded: A Community Approach, Roger Blue, Georgia Association for Retarded Citizens. (See Introduction.)

"Sex Education for the Mentally Retarded: An Analysis of Problems, Programs and Research", E. Vockell & P. Mattick, Education and Training of the Mentally Retarded, Vol. 7, #3, pp. 129-134, October 1972.

## V. Parents:

A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the United States and American Association for Health, Physical Education, Recreation and Dance, 1971. (Tips for parents and other adults, p. 9. Teaching styles and sample lesson plans, pp. 12-15.)

Child Management--A Program for Parents and Teachers, J.M. Smith & D.E. Smith, Research Press, 1976 (Book, $5.95).

Concerns of Parents About Sex Education, Sex Information and Education Council of the United States (Booklet $1.25).

"Counseling the Parent of the Mentally Retarded About Sex Education", C.T. Braum & M.R. Gram, Minnesota Day Activity Center Association, 1969 (25 page article).

Developing Community Acceptance of Sex Education for the Mentally Retarded, M. Bass, Sex Information and Education Council of the United States. (Provides helpful suggestions for meeting with parents.)

Dr. Block's Do-It-Yourself Illustrated Human Sexuality Book for Kids, 2 Volumes, William A. Block, Prep Publications, Inc., 1979.

Guidelines for Training in Sexuality for the Mentally Handicapped, W. Kempton & R. Foreman, Planned Parenthood Association of Southeastern Pennsylvania, 1976. See Training Session #4, "Helping Parents Cope With Their Child's Sexuality".

Happiness Is..., Sponsored by the Department of Health and Rehabilitative Services, Retardation Program Office, District IV, 1978. (Includes a variety of training techniques and methodology for parents to use in teaching self-care to their children. Also includes social development on milestones and sample conduct charts.)

"Helping Parents Deal with the Sexuality of Their Retarded Child", Winifred Kempton, Planned Parenthood Association of Southeastern Pennsylvania (4 pages).

Love, Sex and Birth Control for Mentally Retarded. A Guide for Parents, Planned Parenthood Association of Southeastern Pennsylvania, 1972 (Guide, pamphlet).

On Being Sexual, Sol Gordon, Winifred Kempton, etc., Stanfield House (Film). (Also available through the Clearing House/Information Center under FDLRS, Department of Education, Tallahassee, Florida.

On Being the Parent of a Handicapped Youth, Sol Gordon, Ed U Press (Guide).

Parents Are Teachers: A Child Management Program, W.C. Beecher, Ph.D., Research Press ($6.95). (Gives good examples for group sessions and forming parent/teacher study groups. Emphasis is on the home environment being a great contributor to study achievement.)

Parents' Magazine's Self-Guidance Program to Successful Parenthood, M.B. Hoover, 1972, Parents' Magazine Press. (Incorporates six books into one: "What Makes a Good Parent"; "Your Child's First Three Years"; "Guiding Your Preschooler"; "The Early School Years"; "Growing Into Adolescence"; and a self evaluation guide.)

"Parents Responsibility", Marion O. Lerrigo, Ph.D. & Helen Southard, M.A., from American Medical Association, 1970.

Sara and Allen: The Right to Choose, J.P. Edwards, Edwards Communications. (A sensitive book for persons concerned with the healthy sexual development of developmentally disabled persons. Softback book.)

"Sex Education: A Cooperative Effort of Parent and Teacher", W. Kempton, Exceptional Children (Journal), Vol. 41, #8, May 1975, pp. 531-535. (Good resource for identifying role of parent and teacher.)

Sex Education for the Mentally Retarded: A Community Approach, Roger Blue, Georgia Association for Retarded Citizens, pp 8-9.

Sex Education of the Mentally Retarded Child in the Home, Evelyn S. Gendel, M.D. National Association for Retarded Citizens. (12 page booklet. Practical resource guide to use with parents.)

"Sexual Rights of the Retarded--A Dilema for Parents", L. Goodman, Family Coordinator, October 1973 (3 page article).

The Story of Our New Baby, Media Services & Captioned Films, U.S. Department of Health, Education and Welfare, 1971. Film, MP reel, 11 min., 16 mm., sound, captioned, color. (The film portrays a pregnant woman preparing her daughter for the arrival of the new baby.)

Understanding Adolescence, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet, $.75.)

## VI. Spinal Cord Injuries and Physical Handicaps:

Accent on Living Series (Total Series available from Cheever Publishing, Inc., P.O. Box 700, Bloomington, IL 61701, 309/378-2961).

Cerebral Palsy and Sexuality, California State University Publishers, Fresno, CA.

Design for Independent Living: The Environment and Physically Disabled People, R. Lischez and B. Windshaw, 1971, University of California Press, Berkeley, CA and Los Angeles, CA.

Disability and Sensual Horizons, (Catalog of Products and Aides), P.O. Box 696, Grove Station, New York, NY 10028, 212/988-4045.

Entitled to Love: Sexual and Emotional Needs of the Handicapped, W. Greengross, Malaby Press Ltd., Aldine House, 26 Albemarte St., London, England.

Female Sexuality Following Spinal Cord Injury, Accent Special Publication, P.O. Box 700, Bloomington, IL 61701.

Handling the Handicapped, Woodhead-Faulkner Ltd.

"Not Made of Stone", from The Sexual Problems of Handicapped Persons, K. Heslinger, Ph.D., in association with A.M.C.M. Scheller, M.D. & A. Verkulp, M.D., Charles Thomas Publisher (Book, $31.00).

Salvaging Our Sexuality: For Spinal Cord Injured and Related Disabilities in Distress, Robert Baxter, 1979, Medical Media Visuals.

Sex, Society and the Disabled: A Developmental Inquiry Into Roles, Reactions and Responses, I.P. Robinault, Harper & Row Publishers, Inc., 2350 Virginia Ave., Hagerstown, MD 21740. (1978).

Sexual Adjustment: A Guide for the Spinal Cord Injured, Accent Special Publications, P.O. Box 700, Bloomington, IL 61701.

Sexual Aspects of Social Work, Woodhead-Faulkner, Ltd.

Sexual Options for Paraplegics and Quadraplegics, T.O. Mooney, T.M. Cole, M.D., & P.A. Chilgren, M.D. Forward by Alex Comfort. Little, Brown and Company. (Provides a straightforward approach to methods of achieving sexual satisfaction for physically disabled people. Includes excellent photographs and a glossary.)

Sexuality and Spinal Cord Injured Women, Sister Kenny Institute, Chicago Ave. at 27th St., Minneapolis, Minn. 55407.

Sexual Side of Handicap, Woodhead-Faulkner, Ltd.

PORNOGRAPHY:

Report on the Commission on Obscenity and Pornography, Bantam Books. Text by government appointed experts on the effects of pornography on the American society.

RELIGIOUS ASPECTS:

Act of Marriage, The Beauty of Sexual Love, The, Tim & Beverly LaHaye, Zondervan Publishing House, Grand Rapids, Michigan, 1977.

Christian Child-Rearing and Personality Development, Paul D. Meier, M.D., Baker Book House, Grand Rapids, Michigan, 1977.

"Parents' Responsibility", Marion O. Lerrigo, Ph.D. & Helen Southard, M.A., from American Medical Association, 1970. See pp. 26-27. (Gives good information for combining religious aspects with human sexuality training.)

"The Moral and Ethical Implications of Human Sexuality As They Relate to the Retarded", Rabbi Joseph R. Narot (Temple Israel, Miami, FL), from: F. de la Cruz and G.D. De La Veck, Human Sexuality and the Mentally Retarded, Brunner-Mazel, Inc., Publishers.

# BIBLIOGRAPHY


A Child is Born, Seymour Lawrence, 1969, Delacorte Press (Book).

A Child's Body, the Diagram Group, 1976, Paddington Press, Ltd., distributed by Grossett & Dunlap (Manual).

A Doctor Discusses Pregnancy, William G. Birch, M.D., Budlong Press (Manual).

A Guide for Teaching Human Sexuality to the Mentally Retarded, P. Cooksey, R.N. and P. Brown, M.S., Planned Parenthood of Minnesota.

"A 'New Thrust' Approach to Mental Retardation", Joseph H. Douglass, Planned Parenthood Association of Minnesota (8 page article).

A Resource Guide in Sex Education for the Mentally Retarded, Sex Information and Education Council of the United States, and American Association for Health, Physical Education and Recreation, 1971 (Guide).

"A Right to Love?", A. Shearer, London, the Spastics Society, 1972 (Article).

"A Sex Education Program for Congenitally Blind Adults in a Rehabilitation Center Setting", D.S. Voge, M.J. Muxen, New Outlook for the Blind (Journal), Vol. 70, pp. 104-108, 1976.

"About the Program", About Your Sexuality, Deryck Calderwood, Unitarian Universalist Association.

Act of Marriage, The Beauty of Sexual Love, The, Tim and Beverly LaHaye, 1976, Zondervan Publishing House (Paperback book).

Adolescent Development and Adjustment, Lester D. Crow, Ph.D. and Alice Crow, Ph.D., McGraw Hill Book Co., Inc. (Book).

Advanced Self-Help Skills, B. Baker, A. Brightman, L. Heifertz & D. Murphy, 1976, Research Press (Manual).

Advocacy Guide to the Legal Rights of Handicapped Persons, R.L. Burgdorf, Jr., J.D., & M.P. Burgdorf, Jr., J.D., Paul H. Brooks Publishing Co.

Against Our Will, Susan Brownmiller, Simon & Schuster (Book).

All About Me: Boy's Book, K.S. Lawrence, 1966, Special Education Materials, University of Kansas.

All About Me: Girl's Book, K.S. Lawrence, 1966, Special Education Materials, University of Kansas.

Alternative to Alcohol Abuse: A Social Learning Model, P.M. Miller, Ph.D. & M. Mastrim, Ph.D. (Book).

"Any Reason Why This Mentally Retarded Couple Should Not Be Joined Together...", John Abbott & Gail M. Ladd, Mental Retardation, April 1970, 8(2) 45-48 (6 page article).

As You Grow Up, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet $.75).

Baby's First Year, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet $.75).

Becoming Independent: A Living Skills System, Edmark Associates (Guide).

Being Me...A Social/Sexual Training Guide for Those Who Work With The Developmentally Disabled, J. Edwards & S. Wapnick, Ednick Communications (Guide, $30.00).

Better Homes & Gardens Baby Book, Bantam Books (Paperback book).

Better Homes & Gardens Family Medical Guide, Donald G. Cooley, M.D., Better Homes & Gardens.

Bill of Rights of Retarded Persons, Florida Statutes, Chapter 393.13, 1975, Developmental Services Program Office, Tallahassee, FL.

Biological Time Bomb, The, G.R. Taylor, Signet Books (Paperback book).

Birth Control Today, Leon F. Whitney, Collier Book Publishing Co. (Book).

"Birth Control Handbook", Box 1000, Station G, Montreal, 130 Quebec, Canada (Pamphlet).

"Boys and Sex", Wardel B. Pomeroy, Delacorte Press (Book). From About Your Sexuality, Deryck Calderwood, Unitarian Universalist Association.

Building A Home (Pre-Operational Training for Cluster Residence Personnel), 2/1/81, Staff Development Training Institute, Miami, Department of Health and Rehabilitative Services, State of Florida (Manual).

Care of the Teeth, Edmark Associates, Product #737. (Filmstrip, cassette, manual, $27.95).

Child Management--A Program for Parents and Teachers, J.M. Smith & D.E. Smith, Research Press, 1976 (Book, $5.95).

Child Safety, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet, $.75).

Childbirth (A Guide to Hospital Maternity Services), Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet, $.75).

"Choosing A Contraceptive", Student Health Service, University of North Carolina, Revised August 1975 (Article).

Christian Child-Rearing and Personality Development, Paul D. Meier, M.D., Baker Book House, 1977 (Book).

Community Curriculum of Operation Divert: A Child Service Demonstration Center for Learning Disabled Juvenile Offenders, J.A. Cox & others, Community Mental Health Center, Pensacola, FL (Curriculum $30.00).

"Conception and Childbirth", from About Your Sexuality, Deryck Calderwood, Unitarian Universalist Association (Guide).

Conception, Birth and Contraception: A Visual Presentation, Robert J. Demorest, 1969, McGraw Hill Books.

"Conception, Coercion, and Control: Symposium on Reproductive Rights of the Mentally Retarded", Betty Cochian, Hospital and Community Psychiatry, Vol. 25, #5, May 1974, 6 page article (Reprint from Planned Parenthood Association of Minnesota).

Conception, Contraception, Perennial Education (film, 14 min., color, sound).

Concerns of Parents About Sex Education, SIECUS Study Guide, Vol. 13, 1971, by the Sex Information and Education Council of the United States, Distributed by Human Science Press (Study guide, Booklet, $1.25).

"Conditioning Appropriate Heterosexual Behavior in Mentally and Socially Hendicapped Populations", Marvin Rosen, Training School Bulletin, Feb. 1970, Vol. 66, pp. 172-177 (3 page article).

Contraception, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet, $.75).

"Counseling the Parent of the Mentally Retarded About Sex Education", C.T. Braun & M.R. Gram. Minnesota Day Activity Center, 1969 (25 pages). Also available from ERIC Document Reproduction Services.

Curriculum Guide in Sex Education for the TMR, K.L. Steward, ERIC Document Reproduction Service (40 page article, guide).

"Deafness, Implications for Sexuality", Max Fitz-Gerald & Della Fitz-Gerald. A paper presented at the annual international convention, the Council for Exceptional Children (56th, Kansas City, Mo., May 2-5, 1978, session W-23). Available from ERIC Document Reproduction Service (18 pages).

Dear Doctor Hip Pocrates, Eugene Schoenfeld, Black Cat (Book).

Developing Community Acceptance of Sex Education for the Mentally Retarded, M. Bass, Sex Information and Education Council of the United States.

Diet and Your Heart, Scripto Graphic Booklets, Channing L. Bite Co., Inc. (Booklet $.75).

Dr. Block's Do-It-Yourself Illustrated Human Sexuality Book for Kids, 2 Volumes, William A. Block, Prep Publications, Inc. 1979.

Drug Alternative, The, Mitchell Winn, 1974, American Association for Health, Physical Education, Recreation and Dance (Paperback book).

"Drug Doubt", Sol Gordon, Ed U Press (Comic book).

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